THE WORLD'S BEST-SELLING GRAMMAR SERIES

ADVANCED GRAMMAR IN USE

A self-study reference and practice book for advanced learners of English

with answers

Fourth Edition

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CAMBRIDGE

ADVANCED GRAMMAR IN USE

Unit 1

Present continuous and present simple: state verbs and performatives

A State verbs

Reminder → A1–A5

We can use the present continuous with some state verbs (e.g. **attract**, **like**, **look**, **love**, **sound**) to emphasise that a situation is temporary or for a period of time around the present. Compare:

- Ella stays with us quite often. The children **love** having her here. *and*
- Ella's with us at the moment. The children **are loving** having her here.

State verbs which we rarely use with the present continuous include **believe**, **consist of**, **doubt**, **own**.

B

Some verbs have different meanings when they are used to talk about states and when they describe actions. With their 'state' meanings, they usually take simple rather than continuous forms. With their 'action' meanings, they may take simple or continuous forms, depending on context. Compare:

- The app **doesn't appear** to work on my phone. (appear: *state* = seem) *and*
- Carley Robb **is** currently **appearing** in a musical on Broadway. / She often **appears** in musicals. (appear: *action* = take part)

Also: **expect, feel, fit, have, imagine, look, measure, see, think, weigh**

C Mental state verbs

With some verbs describing *mental* states (e.g. **find**, **realise**, **regret**, **think**, **understand**) we can use the present continuous to emphasise that we have recently started to think about something or that we are not sure about something. Compare:

- I **regret** that the company will have to be sold. (= I've made the decision and I'm sorry about it) *and*
- **I'm regretting** my decision to give her the job. (= I'm increasingly aware that it was the wrong decision)

When it means 'think carefully about', **consider** is often used in the continuous form in the present:

- He**'s considering** taking early retirement. (*not* He considers taking early retirement.)

Some other verbs describing preferences and mental states (e.g. **agree**, **believe**, **conclude**, **know**, **prefer**) are rarely used with the present continuous:

- I **believe** you now. (*not* I'm believing you now.)

D Performatives

Verbs which perform the action they describe (= performatives) usually take the present simple:

- I **suggest** you park outside the city and get the bus to the centre.
- We **request** that you read the terms and conditions carefully before signing.

Also: **acknowledge, admit, advise, apologise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn**

Some verbs used as performatives with the present simple in affirmative (= positive) sentences (**apologise**, **deny**, **guarantee**, **promise**, **suggest**) have a similar meaning with either the present simple or the present continuous in negative sentences:

- I **don't deny** / **I'm not denying** taking the books, but Miguel said it would be okay.

Modals are often used with performatives to make what we say more tentative or polite:

- We **would advise** you to arrive two hours before the flight leaves.
- I **must beg** you to keep this a secret.

Exercises

1.1 **Complete each pair of sentences using the same verb (in a question form or negative if necessary) from the box. Use the present continuous; if this is not possible, use the present simple. Use ʌ to add any words outside the gap and use contracted forms where appropriate.** A & B

attract	consist of	doubt	feel	fit
have	like	~~look~~	measure	sound

1 a I hear you're having your house repainted. How 's ʌ it looking ? (*or* How does ʌ it look ?)
b I bought this new dress today. How does ʌ it look ?
2 a A: What are you doing with that ruler? B: I ..... the area of the kitchen.
b The garden ..... 12 by 20 metres.
3 a I ..... whether I'll get another chance to retake the exam.
b I suppose she might be at home tonight, but I ..... it.
4 a The new science museum currently ..... 10,000 visitors a month.
b Flowers ..... bees with their brightly-coloured petals.
5 a Carlos won't work at the top of the 20-storey building because he ..... heights.
b A: How's the new job? B: Well, at the moment, I ..... it at all.
6 a My car's in the garage today. They ..... new brakes.
b I bought this jumper for Anna, but it ..... her so I'll have to take it back.
7 a What's your shirt made from? It ..... like silk.
b I won't be coming to work today. I ..... very well.
8 a The roof of the house ..... only plastic sheets nailed down in a few places.
b Their school uniform ..... black trousers and a dark green jumper.
9 a Simon's new song ..... quite good, but he doesn't think he's ready yet to perform it in public.
b A: What's that noise? B: It ..... like a bird stuck in the chimney.
10 a Poulson ..... treatment for a knee injury, but should be fit to play on Saturday.
b My sister ..... long blonde hair. You're bound to recognise her.

1.2 **Cross out any improbable answers.** C & D

Reply Forward

Dear Aunt Mara,

Thanks for your message. I (1) *apologise / 'm apologising* for not getting back to you sooner, but I've been incredibly busy. When I went into nursing, you warned me that it would be really hard work, but I (2) *admit / 'm admitting* that I didn't really believe you. Don't get me wrong – I (3) *don't suggest / 'm not suggesting* that I'm not enjoying it. It's incredibly rewarding, but I (4) *now realise / 'm now realising* how hard the job is. When I get home I just eat (not very well, I (5) *confess / 'm confessing*) and go straight to bed. It doesn't help that the bus journey to the hospital is so slow. I (6) *consider / 'm considering* buying a car, which will make things easier, I hope.

And what about you? How (7) *do you find / are you finding* living in a village after so many years in the city? I (8) *know / 'm knowing* how difficult it is for you to travel such a long way, but it would be lovely if you could come and stay with me for a weekend. I've got plenty of room in my flat. I (9) *don't guarantee / 'm not guaranteeing* to cook as well as you do, but I (10) *promise / 'm promising* to find time to show you around this lovely old town.

Hope to see you soon. Keep in touch.

Love,

Martina

→ Additional exercise 1 (page 235)

Unit 2

Using present continuous and present simple

A

We often use the present simple and present continuous when telling stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:

Reminder → A1–A5

- She **goes** up to this man and **looks** straight into his eyes. He**'s** not **wearing** his glasses, and he **doesn't recognise** her …
- This man**'s playing** golf when a kangaroo **bounds** up to him, **grabs** his club and **hits** his ball about half a mile …

The main events are usually described in sequence using the present simple and longer background events are described using the present continuous.

In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as **suddenly** or **all of a sudden**:

- So last night, I'm waiting for the bus when this man **walks** up to me and **says** …
- I was in the park reading a newspaper, when *all of a sudden* this dog **jumps** at me.

B

We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:

- King **serves** to the left-hand court and Adams **makes** a wonderful return. She**'s playing** magnificent tennis in this match …

C

We can use the present simple in phrases such as **It says here**, **I hear**, **I gather**, **I see**, **I understand** and **They say**, (**Someone**) **says**, (**Someone**) **tells me** to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. **Kevin said, I heard**):

- **I gather** you're worried about Pedro.
- Sophia **tells me** you're thinking of emigrating.
- Professor Hendriks is at the conference and **I hear** she's an excellent speaker.

D

The present simple is often used in news headlines to talk about events that have recently happened:

SECOND QUAKE *HITS* JAPAN

FIRE *BREAKS OUT* IN HOTEL ROOM

SCIENTISTS *FIND* ICE ON THE MOON

FOREIGN MINISTER *RESIGNS*

We can use the present simple to refer to the contents of books, films, newspapers, etc:

- Thompson **gives** a list of the largest European companies in Chapter 6.
- At the beginning of the book, three men **find** $4 million in a crashed plane.
- In the film, Loni Baranski **takes** the role of a private detective.

E

We can use the present continuous with adverbs such as **always**, **constantly**, **continually** or **forever** to emphasise that something is done so often that it is characteristic of a person, group or thing. We often use this pattern to indicate disapproval:

- A: I think I'll stay here after all. B: You**'re** *constantly* **changing** your mind.
- Jacob is a really kind person. He**'s** *always* **offering** to help me with my work.

The past continuous is used in a similar way with these adverbs (e.g. **Was** Olivia *always* **asking** you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:

- At eight o'clock **I'm** usually **driving** to work, so phone me on my mobile.
- Seven o'clock is a bit early. We**'re** generally **eating** then.

Exercises

2.1 **Complete these sentences using the verbs in brackets. Use the present simple or present continuous.** A & B

1 Rodríguez *passes* to De Mello, who ..... just over the bar. The home team ..... much more in this half … (~~*pass*~~ – *shoot* – *attack*)

2 A man ..... home late one night after the office Christmas party. His wife ..... for him, and she ..... to him … (*arrive* – *wait* – *say*)

3 I went to a concert yesterday in the Town Hall. In the middle of it, while the orchestra ..... this man suddenly ..... on his seat and ..... to conduct them. (*play* – *stand* – *start*)

2.2 **Complete what each person says about the news they have read or heard using the present tense phrases in C.** C

1 **Government gives health service billions**

I see the government's giving *the health service a lot more money.*

2 **Vegecorp to sack 1,000 workers.**

..... Vegecorp are going to .....

3 President Bergman announced a new public holiday on his birthday, August 6th. He made the announcement …

..... we're going to have .....

4 Ed: "Did you hear that Bruno's crashed his car again?"

..... Bruno's .....

5 Julia: "I've got a new job."

..... she's .....

6 A team of researchers claims to have identified a gene which causes some people to sleep more than others.

..... they've identified .....

2.3 **Expand one of the sets of notes below to complete each dialogue.** E

continually / change / mind **forever / moan / work** **forever / ask me / money**
constantly / criticise / driving ~~**always / complain / handwriting**~~

1 A: I can't read this. B: You're *always complaining about my handwriting.*

2 A: Can I borrow €10? B: You're .....

3 A: That was a dangerous thing to do. B: You're .....

4 A: I think I'll stay here after all. B: You're .....

5 A: I had a bad day at the office again. B: You're .....

2.4 **Complete each pair of sentences using the same verb (in negative form if necessary). Use the present continuous or the present simple. Use / to add any words outside the gap.** D & E

1 a A: Shall I phone at six? B: No, we usually ..... dinner at that time.
b I ..... lamb, thanks. I'm a vegetarian.

2 a Gielman ..... Henry V in the latest production at the Royal Theatre.
b They constantly ..... loud music until the early hours of the morning.

3 a I normally ..... the children to school at 8:30. Perhaps we could meet at 9:00.
b In his recent book, Wall ..... a controversial view of Britain's role in the war.

→ Additional exercise 1 (page 235)

Unit 3

Past simple and present perfect

A

Time expressions that refer to the present, such as **this morning / week / month** and **today**, can be used with either past simple or present perfect verbs.

Reminder → A6–A12

If we think of **this morning** (etc.) as a past, completed time period, then we use the past simple; if we think of **this morning** (etc.) as a time period which includes the present moment, then we use the present perfect. Compare:

- I **didn't shave** *this morning*. (= the morning is over and I didn't shave) *and*
- I **haven't shaved** *this morning*. (= it is still the morning and I might shave later)

B

In a sentence which includes a time clause with **since**, we generally prefer a past simple verb in the time clause (referring to a particular point in the past) and a present perfect verb in the main clause:

- *Since* Mr Dodson **became** president unemployment **has increased**. (*rather than* … has become …)
- She **hasn't been able** to play tennis *since* she **broke** her arm. (*rather than* … has broken …)

Note, however, that we use the present perfect in the time clause with since if the two situations described in the main clause and time clause extend until the present:

- **Have** you **met** any of your neighbours *since* you'**ve lived** here? (*not* … you lived …)

C

With time clauses introduced by **after**, **when**, **until**, **as soon as**, **once**, **by the time** and the time expressions **the minute / second / moment** the past simple refers to past, completed events and the present perfect refers to future events. Compare these examples:

- *After* she **left** hospital (past), she had a long holiday. *and*
- *After* Lucas **has left** school (future), he will be spending six months in India.
- *The minute* I **got** the news about Anna (past) I telephoned my parents. *and*
- I'll contact you *the minute* I'**ve got** my exam results. (future)

In the time clause in sentences like this it is possible to use the past perfect instead of the past simple (e.g. After she **had left** …) and the present simple instead of the present perfect (e.g. After Lucas **leaves** …) with the same meaning (see also Unit 5).

D

In news reports, you will often read about or hear recent events introduced with the present perfect, and then the past simple or other past tenses are used to give details:

- A Russian spacecraft **has returned** safely to Earth with its two passengers. US astronaut Scott Keane and Russian cosmonaut Olga Kaleri **landed** in the early hours of Wednesday.
- An American woman **has become** the first person to make 2 million contributions to Dictionary File. Esther Miller **began** editing the site eight years ago.

E

After the pattern **It / This / That** *is / will be* **the first time** … we generally use the present perfect in the next clause:

- *That's the first time* I'**ve seen** Jan look embarrassed. (reporting a past event)
- *It won't be the first time* she **has voted** against the government. (talking about a future event)

Note that after **It / This / That** *was* **the first time** … we generally use the *past* perfect (see Unit 5):

- *It was the first time* I'**d talked** to Dimitra outside the office.

Exercises

3.1 **Complete each sentence with a verb from the box. Use the present perfect or past simple, with a negative form where necessary.** A

have	go	oversleep	read	spend	wear

1 A: Shall I make us some dinner? It's already eight o'clock.
B: No, thanks. I ..... to the dentist this afternoon and my mouth hurts too much to eat anything.
2 I ..... three lectures today and I still have two more later this afternoon.
3 It was so hot today that I ..... shorts and a T-shirt at work.
4 We ..... £400 on food this month and there's another week to go before I get paid.
5 A: Do you want a lift home?
B: No, I ..... this morning because my alarm clock didn't go off, so I need to work late.
6 I ..... much of the report yet, but I have to finish it by the weekend.

3.2 **Complete the sentences with the pairs of verbs from the box. Choose the most appropriate tense — present perfect or past simple.** B

be able – feel	happen – speak	improve – be
not want – fall	rescue – be	work – not have

1 Maria ..... to go swimming since she ..... in the river.
2 Since she ..... at the company she ..... a day off through illness.
3 Since he ..... the girl from a house fire, he ..... on TV almost every day.
4 A lot ..... since I last ..... to you.
5 Since I ..... to drive I ..... much more independent
6 Stefan's reading ..... enormously since he ..... at school.

3.3 **One sentence in each pair is wrong. Correct it by replacing the past simple with the present perfect of the italicised verb.** C

1 a Remember that after you *signed* the contract you won't be able to change your mind.
b Carlo's injury only became apparent after he *signed* to play for United.
2 a As soon as I *finished* college I want to travel around Australia.
b I didn't have time to check the essay. I handed it in as soon as I *finished* it.
3 a By the time Sarah *got* to work the meeting had finished.
b I'll probably have finished breakfast by the time the children *got* up.
4 a I recognised her the moment I *heard* her laugh.
b I'll tell you what time we're coming the moment I *heard* from Emil.

3.4 **Here are some extracts from a television news report. Choose the more appropriate tense – present perfect or past simple – for the verbs in brackets.** D & E

1 When President Ismail arrives in Paris this evening, it will be the first time she ..... (*visit*) Europe since her election victory in May.
2 The Victoria Hospital in Milltown ..... (*close*) to new patients after more cases of food poisoning. Three patients ..... (*die*) last week in the outbreak.
3 The rate of inflation ..... (*drop*) to 4.8%. It's the first time in nearly two years that the rate ..... (*fall*) below 5%.
4 Nearly 600 laptops ..... (*steal*) from Ministry of Defence staff over the past five years. However, a spokesperson ..... (*insist*) that there had been no security problems as none of the computers ..... (*hold*) secret information.

→ Additional exercise 2 (page 236)

Unit 4

Past continuous and past simple

A

When we talk about two events or activities that went on over the same period of past time, we can often use the past continuous or the past simple for both:

Reminder → A6–A8, A13

- Mia **was reading** to the children while Ben **was washing up**. (*or* … **read** … **washed up**.)

Using the past continuous emphasises that the event or activity ('was reading') was in progress during the past period of time ('while Ben was washing up'). Compare:

- When I **was learning** / **learned** to drive I was living with my parents.

Was learning emphasises that the activity was in progress ('I had lessons during this time') and **learned** emphasises completion ('I passed my test during this time').

When we talk about two or more past completed events that followed one another, we use the past simple, not the past continuous, for both (see also Unit 5C):

- She **got** up when the alarm clock **went** off.

B

We usually use the past simple rather than the past continuous to talk about repeated past actions:

- We **went** to Spain three times last year.
- **Did** you **drive** past her house every day?

However, we can use the past continuous, particularly in spoken English, when we want to emphasise that repeated actions went on for a limited and temporary period of past time:

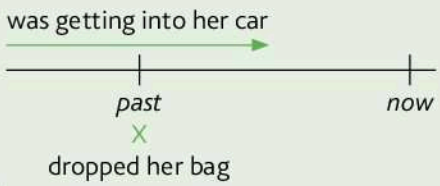
- When Kata was in hospital, we **were visiting** her twice a day. (*or* … we **visited** …)
- To lose weight before the race, I **wasn't eating** any biscuits for weeks. (*or* … I **didn't eat** …)

or to talk about something that happened surprisingly often:

- Last week I **was having to** bring work home every night to get it all done. (*or* … **had** …)
- When the builders were here I **was making** them cups of tea all the time. (*or* … **made** …)

C

We often use the past simple in a narrative (e.g. a report or a story) to talk about a single complete past event and the past continuous to describe the situation that existed at the time. The event might have interrupted the situation, or happened while the situation was in progress:



- Erika **dropped** her bag while she **was getting** into her car.
- She **was shaking** with anger as she **left** the hotel.

D

We can use either the past continuous or past simple (or past perfect; see Unit 5E) with some verbs to talk about things we intended to do but didn't:

- We **were meaning** to call in and see you, but Marc wasn't feeling well. (*or* We **meant** …)

Also: **consider + -ing, expect to, hope to, intend to, plan to / on + -ing, think about / of + -ing, want to**

These verbs (with the exception of **mean**) and **wonder about** can also be used with the present and past continuous to report what we might do in the future. The past continuous is less definite than the present continuous:

- I **was thinking of** going to China next year, but it depends how much money I've got. (*less definite than* I**'m thinking of** going …)
- We **were wondering about** inviting Eva over tomorrow. (*less definite than* We**'re wondering** about …)

Exercises

4.1 **Complete the sentences using these pairs of verbs. Use the past simple in one gap and the past continuous in the other.** A–D

come – show	~~get – go~~	hope – give	live – spend
look – see	play – break	start – check in	

1 Just as I *was getting* into the bath, all the lights *went* off.
2 I ..... to go away this weekend, but my boss ..... me some work that I have to finish by Monday.
3 When I ..... in Paris, I ..... three hours a day travelling to and from work.
4 A friendly American couple ..... chatting to him as he ..... at the hotel reception.
5 I bumped into Lena last week. She ..... a lot better than when I last ..... her.
6 My boss ..... into the office just as I ..... everyone my holiday photos.
7 I ..... badminton four times a week before I ..... my ankle.



This time, use the *same* tense, either past simple or past continuous, in both spaces.

add – taste	go off – light	not listen – explain	push – run	not watch – dream

8 The smoke alarm ..... when he ..... a candle underneath it.
9 I can't remember how to answer this question. I must confess that I ..... while the teacher ..... it to us.
10 She ..... more salt to the soup, and then it ..... much better.
11 Although the television was on, I ..... it. Instead I ..... about my holidays.
12 She ..... open the door and ..... into the room.

4.2 **Look again at numbers 1, 4, 7 and 11 in 4.1. Which of these sentences could have both verbs in the past simple? What difference in meaning, if any, would there be?**

4.3 **Complete this email with either the past simple or the past continuous form of the verbs in brackets. Where alternatives are possible, think about any difference in meaning.** A–C

Reply Forward

I (1) ..... (*buy*) some new earrings the other day in Taylor's the jewellers, when I actually (2) ..... (*see*) somebody shoplifting. I'd just finished paying for my earrings and as I (3) ..... (*turn*) round, a woman (4) ..... (*slowly put*) a silver plate into a bag that she (5) ..... (*carry*). Then she (6) ..... (*walk*) over to another part of the shop and (7) ..... (*pick up*) an expensive-looking watch a number of times. When she (8) ..... (*think*) that nobody (9) ..... (*look*), she (10) ..... (*drop*) it into the bag. Before I (11) ..... (*have*) a chance to tell the staff in the shop, she (12) ..... (*notice*) that I (13) ..... (*watch*) her and (14) ..... (*hurry*) out. Fortunately, two police officers (15) ..... (*walk*) past just at that moment and she (16) ..... (*run*) straight into them.

→ Additional exercise 1 (page 235)

Unit 5

Past perfect and past simple

A

When we give an account of a sequence of past events we usually put these events in chronological order using the past simple. If we want to refer to an event out of order – that is, an event which happened *before* the last event in the sequence we have written or spoken about – we can use the past perfect. Study the use of the past perfect and past simple in the text below, then read the notes in the table about the order of events:

Reminder → A6–A8, A14–A15

I **wrote** Clara an email to thank her for the present she **had given** me for my birthday last week. But as soon as I pressed the 'send' button, I **realised** that I **had made** a mistake and sent it to her sister instead.

Order of events:	1 gave present 2 wrote email 3 made mistake 4 realised mistake
Order events are mentioned:	1 wrote email 2 **had given** present 3 realised mistake 4 **had made** mistake

B

When we understand that we are talking about events before another past event, we don't have to continue using the past perfect:

- We **bought** a new car last month. We**'d driven** my parents' old car for ages, but it **started** (*or* **had started**) to fall apart. We **put** (*or* **had put**) a new engine in it, but that **didn't solve** (*or* **hadn't solved**) the problems we were having.

C

If the order of past events is clear from the context (for example, if time expressions make the order clear) we can often use either the past perfect or the past simple:

- *After* Ivan **had finished** reading, he put out the light. (*or* … Ivan **finished** …)
- The two leaders agreed to meet, even though *earlier* talks **had failed** to reach an agreement. (*or* … talks **failed** …)

D

The past perfect is often used in reporting what was originally said or thought in the present perfect or past simple. When we report what was said in the past simple, we can use either the past perfect or the past simple (see also Unit 35):

Talking about a past event	Reporting this past event
'I **have met** him before.'	I was sure that I **had met** him before. (*not* … I met him …)
'The village **hasn't changed** much.'	I found that the village **hadn't changed** much. (*not* … the village didn't change …)
'225 people **drowned** in the recent floods.'	Police said that 225 people **had drowned** in the recent floods. (*or* … **drowned** …)
'I **stole** the watch.'	She admitted that she **had stolen** the watch. (*or* … **stole** …)

E

We can use either the past perfect or past simple (and often past continuous and past perfect continuous; see Units 4 and 7) when we talk about things that we intended to do, but didn't or won't now do in the future:

- I **had hoped** to visit the gallery before I left Florence, but it's closed on Mondays. (*or* I **hoped** …, I **was hoping** …, I **had been hoping** …)
- Aron **planned** to retire at 60, but we have persuaded him to stay for a few more years. (*or* Aron **had planned** …, Aron **was planning** …, Aron **had been planning** …)

Exercises

5.1 **The events mentioned in the magazine article are listed below. Write the order in which the events are mentioned and then the order in which they occurred (or were thought to occur). Compare the two lists and consider why the past perfect (in italics) was used.** A & B

How I bought my dream house

When I *first saw the old house* I *had* just *moved* to the area. It *had been* empty for about a year and was beginning to need some repairs, but the house was exactly what I wanted. But by the time I *had put together* enough money *I learnt* that a property developer *had bought* it and planned to turn it into a hotel. Six months later I *had* nearly *given up* hope of finding anywhere to live in the village when *I heard* that the house was for sale again. The property developer *had decided* to invest his money in a new housing development on the edge of the village. I bought the house immediately and I've lived there happily ever since.



Dani Bridges

events	order events are mentioned in text	order of events
I moved …	2	2
I learnt …		
The property developer decided …		
I heard …		
I first saw the old house	1	
A property developer bought it		
I nearly gave up…		
I put together enough money…		
It was empty		1

5.2 **Underline the correct options. In some cases only one is correct, and in others both are correct.** C & D

1 As Jonas was introduced to Mrs Lopez, he realised that he *had met / met* her before.
2 During the previous week, I *had visited / visited* the gym every evening.
3 He denied that he *had taken / took* the money from the office.
4 I thought it was the best film I *had seen / saw* in my life.
5 The boy told me that he *had lost / lost* his train ticket and didn't know how he would get home.
6 At the conference, scientists reported that they *had found / found* a cure for malaria.
7 The teacher guessed that some of the children *had cheated / cheated* in the exam.
8 She said that she *had made up / made up* her mind who to vote for, and that I couldn't persuade her to change.
9 Thomas explained that he *had gone / went* home early because he felt ill.
10 When I asked Maria about Jakub, she admitted that she *hadn't heard / didn't hear* from him for ages.
11 The waiter took my plate away before I *had finished / finished* eating.
12 Julia said she didn't want any dinner. Apparently, she *had eaten / ate* already.

5.3 **Expand these sets of notes using the past perfect to begin each sentence.** E

I / expect / operation / painful
~~**I / hope / leave / by nine**~~
He / not mean / insult / her
Lara / not intend / become / dentist
I / not think of / cook rabbit

1 I had hoped to leave by nine, but I overslept and missed the train.
2 ……; she always wanted to be a vet.
3 ……, but I didn't feel a thing.
4 ……, until Andrei told me how tasty it was.
5 ……, but Daria was very offended.

→ Additional exercise 3 (page 236)

Unit 6

Present perfect continuous and present perfect

A

Reminder → A9–A12, A16–A17

We use the present perfect continuous to express the idea of an activity in progress until recently or until the time of speaking. It may continue beyond this point:

- **Have** you **been working** in the garden *all day*? You look exhausted.
- She**'s been writing** the book *since she was in her twenties* and at last it's finished.



Note that we often use time expressions to say how long the activity has been in progress.

We don't use the present perfect continuous with verbs such as **belong**, **know**, (**dis**)**like**, and **understand** that describe unchanging states:

- **Have** you **known** each other long? (*not* Have you been knowing …)
- I **haven't liked** ice cream since I ate too much and was sick. (*not* I haven't been liking …)

When we talk about situations (general characteristics or circumstances) existing up to the present we can often use either the present perfect or present perfect continuous:

- We**'ve been looking forward to** this holiday for ages. (*or* We**'ve looked forward to** …)

B

We often use the present perfect or the present perfect continuous to talk about something that has recently finished if we can still see its results. However, we generally use the present perfect continuous with verbs that suggest extended or repeated activity. Compare:

- He**'s broken** his finger and is in a lot of pain. (*not* He's been breaking …) *and*
- I**'ve been playing** squash and need a shower! (*more likely than* I've played …)

We use the present perfect continuous rather than the present perfect when we draw a conclusion from what we can see, hear, etc. We often use this form to complain or criticise:

- Who**'s been messing** around with my papers? They're all over the place.
- You**'ve been eating** chocolate, haven't you? There's some on your shirt.

When we talk about the *result* of circumstances or an activity, we use the present perfect, rather than the present perfect continuous. When we focus on the *process* we often use either the present perfect or the present perfect continuous. Compare:

- Prices **have decreased** by 7%. (*not* Prices have been decreasing by 7%.) *and*
- Prices **have been decreasing** recently. (*or* Prices **have decreased** …)
- I**'ve used** three tins of paint on the kitchen walls. (*not* I've been using three tins of paint on the kitchen walls.) *and*
- I**'ve been using** a new kind of paint on the kitchen walls. (*or* I**'ve used** …)

C

The present perfect continuous emphasises that an activity is ongoing and repeated, while the present perfect suggests the activity happened only once or on a specified number of occasions:

- Miguel **has been kicking** a football against the wall all day. (*more likely than* … **has kicked** …)
- He **has played** for the national team in 65 matches so far. (*not* He has been playing for the national team in 65 matches so far.)

Compare:

- The workers **have been calling** for the chairman's resignation. (= emphasises a number of times, probably over an extended period) *and*
- Workers **have called** for management to begin negotiations on pay. (= maybe a number of times or only once.)

Exercises

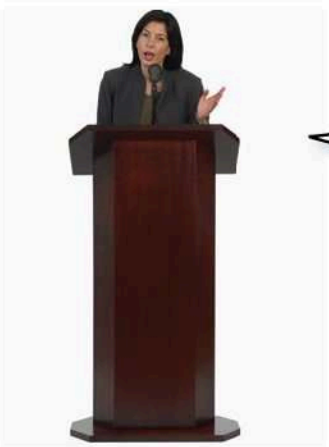
6.1 **Complete each pair of sentences using the same verb. Use the present perfect in one sentence and the present perfect continuous in the other. Use negative forms where appropriate.** A–C

disappear **give** **put** **read** **stay** **stop** **swim**

1 a Martina Gonzalez ..... in a rented flat since returning to Buenos Aires.
b We ..... at this hotel a couple of times before.
2 a All day, the police ..... motorists to question them about the accident.
b Good, the noise ..... . I can start concentrating on my work again.
3 a I ..... any of Dickens' novels.
b I ..... this book on astrophysics for hours and I'm still only on page six.
4 a Dr Fletcher ..... the same lecture to students for the last ten years.
b Mr Sato ..... nearly a million pounds to the charity this year.
5 a I did 20 lengths of the pool today. I ..... that far since I was at school.
b I ..... and I feel exhausted.
6 a In recent years, companies ..... increasing resources into internet marketing.
b The South African coal company ..... the Calverton Mine up for sale.
7 a An important file ..... from my office.
b Plants and vegetables ..... from my garden since we had new neighbours.

6.2 **Here are two views on the government's announcement that it is to cut the money it gives to the Influenza Research Centre. If necessary, correct the present perfect continuous verbs using either the present perfect or past simple.** A–C and Unit 3

a *Dr Petra Adams, the Director of the Centre*



It's remarkable to think that since 1950 influenza (1) *has been claiming* more than 50,000 lives in this country, and in 1957 alone around 6,000 people (2) *have been dying*. But over the last 20 years we at the Centre (3) *have been making* considerable progress on understanding the illness. We (4) *have been producing* over a hundred books and articles reporting the results of our research and in 2012 they (5) *have been awarding* the National Prize for medicine to one of my colleagues. In our more recent work we (6) *have been looking* into the effects of influenza on heart disease and we (7) *have also been exploring* a possible link between climate change and the recent increase in the number of cases of influenza. It is a tragedy that the government (8) *has been making* this decision now.

b *Sabir Khan, the Opposition spokesperson for science*



The previous government (1) *has been investing* huge amounts of money into the Centre and I think it's terrible that the present government (2) *has been announcing* this cut when, in recent years, the number of cases of influenza (3) *has been increasing*. The Centre (4) *has been running* successfully for many years. But this decision is just typical of this government. It (5) *has been neglecting* health research ever since it was elected, and (6) *has been cutting* back on spending on science generally. Although the government says that the cut is necessary because of the recent world economic problems, I (7) *have been finding* evidence that they (8) *have been planning* this for some time. I (9) *have been speaking* to the Minister about this yesterday and (10) *have also been writing* to the Prime Minister demanding that the decision should be reversed.

→ Additional exercise 2 (page 236)

Unit 7

Past perfect continuous, past perfect and past continuous

A

We use the past perfect continuous to talk about something that was in progress recently before or up to a past point in time, and the past perfect when we talk about a finished activity before a past time:

Reminder → A14–A15, A18

- **I'd been doing** some work in the garden when Lea arrived, so I didn't hear her come in. (*not* I'd done some work in the garden when Lea arrived, so I didn't hear her come in.)
- **I'd done** all the ironing so I started cleaning the windows. (*not* I'd been doing all the ironing so I started cleaning the windows.)





We can often use either the past perfect continuous or the past perfect with a similar meaning:

- **I'd been working** / **I'd worked** hard all year, so I felt that I deserved a holiday.

B

If we talk about *how many* times something happened in a period up to a particular past time, we use the past perfect, not the past perfect continuous:

- How many times **had** you **met** him before yesterday? (*not* How many times had you been meeting …)
- I **had stayed** in the hotel twice in the 1990s. (*not* I had been staying in the hotel twice …)

C

The past perfect continuous can be used to talk about a situation or activity that went on before a particular past time and (i) finished at that time, (ii) continued beyond it, or (iii) finished shortly before it:

- (i) We**'d been driving** for about an hour when the engine suddenly stopped.
- (ii) She felt terrible during the interview because she **had been suffering** from flu since the previous day.
- (iii) When I last saw Omar, he'**d been running** and was out of breath.

If we are not interested in how long the activity went on, we can use the past continuous instead of the past perfect continuous. Compare:

- When the merger was announced it became apparent that the two companies **had been discussing** the possibility *since last year. and*
- A friend told me about a conversation she'd recently overheard. Two women **were discussing** their holiday plans …
- I first met Mateo and Lucia when they **had been going out** together *for five years*, and they didn't get married for another three years after that. *and*
- Karin met Lars when she **was going out** with his best friend.

D

Remember that we don't describe states with continuous tenses (see Unit 1), and we use the past perfect, not the past perfect continuous, even when we focus on the length of a situation up to a particular past time:

- We **had** only **owned** the car for six weeks when the clutch broke. (*not* We had been owning the car for six weeks …)

E

The past perfect continuous is mainly used in written texts and is less common in speech. Here is an example in a newspaper article:

- The body of a climber who went missing in the Alps was finally found yesterday. Carl Sims **had been climbing** alone near the Harz Waterfall, which has claimed many lives in the past.

Exercises

7.1 **Complete each pair of sentences using one verb from the box. Use the past perfect continuous if possible; if not, use the past perfect.** A

apply **carry** **fly** **work**

1 a She ..... only ..... for the company for a couple of months, so I was surprised to hear that she'd left.
b She ..... finally ..... her way up from trainee to a management position, and she celebrated her promotion with a big party.
2 a The avalanche ..... them 500 metres down the mountain but no one was hurt.
b She took a bottle from the bag she ..... all the way from home.
3 a We ..... for visas early, but still hadn't got them by the week before the holiday.
b She ..... for jobs, without success, since leaving university.
4 a He ..... all the way from New York to be at yesterday's meeting.
b When the plane was diverted, shortly after take-off, it ..... from London to Frankfurt.

7.2 **Use the past perfect continuous form of the verb in brackets if appropriate; if not, use the past perfect.** B–D

1 Mrs Bishop ..... to have children for years, and only became pregnant at the age of 45. (*try*)
2 This was the first time we had been to the castle, even though we ..... Prague a few times before. (*visit*)
3 She bought her first watch at the age of eight. It ..... two pounds. (*cost*)
4 Emma Willems ..... novels for ten years before she published her first book. (*write*)
5 For some time Daniel ..... about passing the exams and eventually decided to change the course he was taking. (*worry*)
6 My teacher was really annoyed with me. It was the third time I ..... late for school that week. (*arrive*)
7 I ..... always ..... it would be easy to get a job, and was disappointed to be rejected. (*believe*)
8 We ..... about Sarah when, to our amazement, she walked through the door. (*talk*)

In which one of the sentences where you have used the past perfect continuous do you think the past continuous is more likely? C

7.3 **Study this conversation extract. If the italicised verbs are correct, write ✓. If they are wrong, correct them using either the past perfect (active or passive) or past perfect continuous.** A–E

A: How was your weekend?
B: Not great, actually. I (1)*'d really been looking* forward to a relaxing couple of days. But early on Saturday morning Mum phoned to say that Dad (2) *had been falling* ill.
A: Oh, no! What (3) *had happened?*
B: She (4) *had just been hearing* that he (5) *had been flown* by helicopter to hospital in Edinburgh from a village called Contin where he (6) *had fished* with my Uncle Mark.
A: And is he okay? What's wrong with him?
B: Well, Uncle Mark said that Dad (7) *had been complaining* of a bad headache most of yesterday, but he (8) *hadn't been wanting* to go back to the hotel and spoil the day. But then in the evening, just as they (9) *had stopped* fishing for the day, he (10) *had been collapsing*…

→ Additional exercise 3 (page 236)

Unit 8

Present and past time: review

A Continuous and simple

Reminder → Section A

When we focus on an activity itself, starting before and continuing up to (and possibly beyond) a particular point of time, rather than focusing on actions as completed events, we use *continuous* forms:

- Ingrid can't come to the phone. She**'s washing** her hair.
- As you**'re not using** your car at the moment, can I borrow it?
- This time yesterday, I **was flying** over the Pacific.
- **Was** she **wearing** that red dress when you saw her?

We use *simple* forms to talk about general situations, habits, and things that are or were always true. We use the past simple for completed events:

- When I **worked** as a postman I **got up** at three o'clock every morning.
- Miguel **doesn't play** golf very well.
- These birds **build** their nests on the ground.
- The earthquake **struck** the area at midday yesterday. (past simple for completed events)

We also use *simple* forms with state verbs:

- She **intends** to work hard at school and go on to university.
- **Did** you **understand** the instructions we were given?

However, we can use continuous forms with these verbs when they describe something happening or changing:

- She **was intending** to talk to Tony about the idea, but she didn't get the opportunity.
- **I'm understanding** physics much better now that Mr Davies is teaching us.

B Perfect

We use *perfect* verb forms to describe one event or state from the point of view of a later time. The present perfect suggests a connection between something that happened in the past and the present time. Note, however, that the situation or event does not have to continue until the time of speaking, only to have some connection or relevance to the present time:

- I**'ve finished** that book you wanted, so you can borrow it now.
- **Have** you **turned** the heating off? I don't like it to be on when I'm not at home.
- Your nose is bleeding. **Has** somebody **hit** you?

The past perfect is used to locate a past event before another past event:

- I invited him out to dinner, but he said he **had** already **eaten**.
- By the time I picked up the phone, they **had rung off**.

C Combinations of perfect and continuous

We combine the perfect and continuous forms in the present perfect continuous to describe an activity in progress either at or recently before the time of speaking, and possibly beyond it:

- I **have been following** the discussions on the forum with great interest.

We can also use the present perfect continuous to talk about activities that have recently finished with some result that can be seen, heard, etc.:

- Look at the dirt on your clothes! **Have** you **been digging** in the garden again?

The past perfect continuous has a similar meaning. However, the point of reference is not 'now' (as it is with the present perfect continuous) but a point in the past:

- When we met Lena and Marko, they **had been riding**.
- It **had been snowing** heavily for hours and when I went to the door I couldn't open it.

Exercises

8.1 **Amy is writing a blog for her friends and family as she travels around Australia. Use the present simple, present continuous, past simple or past continuous of the verbs in the box to complete the extract.** A

In 1–10 use:

arrive **feel** (×2) **get** **go** **know** **spend** **text** **wait** ~~**write**~~

In 11–20 use:

ask **complain** **enjoy** **get** **(not) get on** **hear** **look** (×2) **seem** **start**

I (1) *am writing* this blog in a hotel room in Perth. I (2) ..... here a couple of hours ago after a long coach journey from Adelaide. I (3) ..... pretty tired so this will only be a short post before I (4) ..... to sleep. As you (5) ..... , I (6) ..... last week in Adelaide with Ruby. I (7) ..... her a month or so ago to tell her when I would be arriving, and she (8) ..... at the airport for me when I (9) ..... there. For the first few days I (10) ..... quite jet-lagged, but I soon (11) ..... over that after a few days of lazing around on the beach. Ruby (12) ..... living in Adelaide a lot, although she (13) ..... for a new job just now. It (14) ..... that she (15) ..... very well with her colleagues. Apparently they constantly (16) ..... about the working conditions and it (17) ..... to annoy Ruby. She (18) ..... me to pass on her best wishes to all her old friends. So now I (19) ..... forward to exploring Perth. I (20) ..... it's a wonderful place. I'll post again soon. Amy



8.2 **Complete this extract from a newspaper article in the most natural way, using the past simple, present perfect or past perfect of the verbs in brackets.** B

RONSON SACKED IN UNITED CUTS

Aston United (1) *have sacked* (*sack*) their manager, Neil Ronson. The former England football international (2) ..... (*say*) that he (3) ..... (*hear*) the news when he (4) ..... (*return*) from a three-week holiday in Spain and that it (5) ..... (*come*) as a complete shock. 'There (6) ..... (*be*) no hint of any problem when I (7) ..... (*leave*) for the holiday.' Aston United (8) ..... (*appoint*) Ronson as manager two years ago and last season they (9) ..... (*finish*) second in the First Division. However, they (10) ..... (*win*) only five matches so far this season. The chairman of the club, Peter White, last night (11) ..... (*accuse*) Ronson of a lack of commitment to the club. 'Neil's attitude (12) ..... (*disappoint*) us recently. Over the last few months he (13) ..... (*spend*) more time on Spanish beaches than working with the players in Aston.'

8.3 **Two friends are discussing someone's health. If the italicised verb is correct, write ✓. If it is wrong, correct it using the past simple, present perfect, past perfect, present perfect continuous or past perfect continuous.** A–C

A: I hear your Dad's in hospital. Wasn't he on holiday in Scotland? What happened? (1) *Did he have* any health problems recently?

B: Well, he (2) *'s been suffering* from stress for some time, but we (3) *have thought* a holiday in Scotland would be relaxing for him. He (4) *worked* too hard for months, and we (5) *'ve been trying* to persuade him to have a break for ages before he agreed.

A: So (6) *have you gone* up to Scotland when you (7) *have heard*?

B: No, Mum (8) *has gone* up to be with him, but the doctors (9) *have checked* him over and (10) *had been saying* that it's not too serious. They (11) *gave* him some medicine to bring down his blood pressure and (12) *had told* him that he needs complete rest for a couple of months. So Mum's driving him back in the car tomorrow.

A: Well, send him my best wishes when you speak to him.

B: Thanks, I will do.

Unit 9

Will and be going to

A

We can use either **will** or **be going to** to talk about something that is planned, or something that we think is likely to happen in the future:

Reminder → B1–B5

- We **will** study climate change in a later part of the course. (*or* We **are going to** study …)
- Where **will** you stay in Berlin? (*or* Where **are you going to** stay …?)
- The south of the city **won't** be affected by the power cuts. (*or* … **isn't going to be** affected …)

We often prefer **be going to** in informal contexts (see also **D**).

B

We use **will** rather than **be going to** to make a prediction based on our opinion or experience:

- Why not come over at the weekend? The children **will** enjoy seeing you again.
- 'Shall I ask Lamar?' 'No, she **won't** want to be disturbed.'

We use **be going to** rather than **will** when we make a prediction based on some present evidence:

- The sky's gone really dark. There**'s going to** be a storm.
- 'What's the matter with him?' 'It looks like he**'s going to** faint.'

C

To predict the future we often use **will** with the following prediction verbs: **I bet** (informal), **I expect**, **I hope**, **I imagine**, **I reckon** (informal), **I think**, **I wonder** and **I'm sure**. We also use **will** in questions about predictions with **think** and **reckon**:

- *I imagine* the stadium **will** be full for the match on Saturday.
- That cheese smells awful. *I bet* nobody **will** eat it.
- When *do* you *think* you**'ll** finish work?
- *Do* you *reckon* he**'ll** say yes?

Be going to can also be used with these phrases, particularly in informal contexts.

D

We use **will** when we make a decision at the moment of speaking and **be going to** for decisions about the future that have already been made. Compare:

- **I'll** pick him up at eight. (an offer; making an arrangement now) *and*
- **I'm going to** collect the children at eight. (this was previously arranged)
- 'Pineapples are on special offer this week.' 'In that case, **I'll** buy two.' *and*
- When I've saved up enough money, **I'm going to** buy a smartphone.

However, in a formal style, we use **will** rather than **be going to** to talk about future events that have been previously arranged in some detail. Compare:

- **Are** you **going to** talk at the meeting tonight? *and*
- The meeting **will** begin at 9 am. Refreshments **will** be available from 8:30 onwards.

E

We can use **will** or **be going to** with little difference in meaning in the main clause of an **if-sentence** when we say that something (often something negative) is conditional on something else:

- You**'ll** / You**'re going to** knock that glass over if you're not careful.

When the future event does not depend on the action described in the **if-clause**, we use **be going to**, not **will**. This kind of sentence is mainly found in spoken English. Compare:

- **I'm going to** open a bottle of lemonade, if you want some. (= I'm going to open a bottle of lemonade. Do you want some?) *and*
- **I'll** open a bottle of lemonade if you want some. (= If you say you want some, I'll open it.)

However, we use **will**, not **be going to**, when the main clause refers to offers, requests, promises, etc. and ability:

- If Erik phones, **I'll** let you know. (= an offer; '…, I'm going to let you know' suggests 'I intend to let you know when Erik phones')
- If you look to your left, you**'ll** see the lake. (= you'll be able to see; '… you're going to see …' suggests 'I know this is what you can see when you look to your left')

and when one thing is the logical consequence of another:

- If you don't switch on the monitor first, the computer **won't** come on.

Exercises

9.1 **Correct or improve the sentences where necessary by changing the italicised will ('ll) forms to be going to forms.** A–D

1 Have you seen Nadia recently? She'~~ll have~~ 's going to have another baby.
2 The method is quite simple, and I'm sure it *will be* familiar to most of you already.
3 A: I can't come over during the day.
B: *I'll see* you tomorrow evening, then.
4 Are these new skis yours? *Will you take up* skiing?
5 Wherever you go in Brazil, you'*ll find* the people very friendly.
6 Jamie says he'*ll be* a politician when he grows up – and he's only five years old!
7 It's getting very humid – we'*ll have* a thunderstorm.
8 I hear you'*ll sell* your car. How much do you want for it?
9 Sorry, you can't play football in the garden. I'*ll cut* the grass.
10 A: What's the matter with Paula?
B: She says she'*ll be sick*.
A: She'*ll feel* better with some fresh air.
11 A: I've been offered a new job in Munich, so I'*ll leave* Camco.
B: When *will you tell* your boss?
A: I'm not sure. Perhaps I'*ll try* to see him later today.
12 A: Do you think the weather **will be** nice on Sunday? Karl was interested in playing tennis.
B: I wouldn't do it then - the weather forecast says it **will rain** all weekend.
A: In that case, I'*ll sort out* a different day with Karl.
13 A: Did you get the theatre tickets?
B: No. I forgot all about them. I'*ll book* them tomorrow.
14 A: We've got small, medium and large. What size do you want?
B: I'*ll have* a large one, please.
15 A: Shall I give Ian another ring?
B: Yes, I expect he'*ll be* home by now.
16 A: What are those bricks for?
B: I'*ll build* a wall at the side of the garden.

9.2 **Complete the sentences with will ('ll) or be going to and an appropriate verb. If both will and be going to are possible, write them both.** E

1 If you want me to, I 'll explain how the equipment works.
2 If you want to help us, we ..... these trees at the bottom of the garden.
3 You ..... your back if you try to lift that box.
4 If I give you the money ..... you ..... me some oranges when you're out?
5 If you press the red button, the machine ..... .
6 I ..... Laura this weekend, if you'd like to come too.
7 He's been told that if he's late once more he ..... .
8 If you listen carefully, you ..... an owl in the trees over there.



→ Additional exercise 4 (page 237)

Unit 10

Present simple and present continuous for the future

A

Present simple

Reminder → B6 & B7

We can often use either the present simple or **will** to talk about future events that are part of some timetabled or programmed arrangement or routine. However, we prefer the present simple for fixed, unchangeable events. Compare:

- **Does** the sale **finish** on Thursday or Friday? (*or* **Will** the sale **finish** …?) *and*
- The sun **rises** at 5:16 tomorrow. (*more likely than* The sun will rise …)

We avoid the present simple when we talk about less formal or less routine arrangements, or predictions. Instead we use **will**, **be going to**, or the present continuous:

- **Are** you **staying** in to watch TV tonight, or **are** you **coming** dancing? (*not* Do you stay to watch TV tonight, or do you come…)
- It's only a problem in Britain now, but it **will affect** the rest of Europe soon. (*not* … but it affects the rest of Europe soon.)

B

We use the present simple, not **will**, to refer to the future –

☆ in time clauses with conjunctions such as **after**, **as soon as**, **before**, **by the time**, **when**, **while**, **until**:

- *When* you **see** Ben, tell him he still owes me some money. (*not* When you will see Ben …)
- I should be finished *by the time* you **get** back. (*not* … by the time you will get back.)

☆ in real conditional clauses with **if**, **in case**, **provided**, and **unless**:

- *Provided* the right software **is** available, I should be able to solve the problem.
- I'll bring some sandwiches *in case* we **don't find** anywhere decent to eat.

☆ when we talk about possible future events with **suppose**, **supposing**, and **what if** at the beginning of a sentence. Note that the past simple can be used with a similar meaning in unreal conditional clauses:

- *Suppose* we **miss** the bus – how will we get home? (*or Suppose* we **missed** …)
- *What if* the train**'s** late? Where shall I meet you then? (*or What if* the train **was** late?)

C

Present continuous

We can often use either the present continuous or **be going to** with a similar meaning to talk about planned future events. The present continuous indicates that we have a firm intention or have made a definite decision to do something, although this may not already be arranged:

- **Are** you **seeing** the doctor again next week? (*or* **Are** you **going to see** …?)
- **I'm not asking** Tom to the party. (*or* **I'm not going to ask** …)

However, we don't use the present continuous for the future –

☆ when we make or report predictions about activities or events over which we have no control (we can't arrange these):

- I think it**'s going to rain** soon.
- Scientists say that the satellite **won't cause** any damage when it falls to Earth.

☆ when we talk about permanent future situations:

- People **are going to live** / **will live** longer in the future.
- Her new house **is going to have** / **will have** three floors.

D

Many people avoid **be going to** + **go** / **come** and use the present continuous forms of **go** and **come** instead:

- **I'm going** to town on Saturday. (*rather than* I'm going to go to town …)
- **Are** you **coming** home for lunch? (*rather than* Are you going to come …?)

Exercises

10.1 **If possible, use the present simple of a verb from the box to complete each sentence. If not, use will + infinitive.** A–C

accept	**change**	**get**	**give out**	**go**	**lend**	**look after**
miss	**play**	**rain**	**read**	**start**	**stop**	**want**

1 We ..... our exam results on the 20th August.
2 Alex ..... our cats while we're away next week.
3 I think I'll take an umbrella in case it ..... .
4 There is a reading list to accompany my lecture, which I ..... at the end.
5 The new drug ..... on sale in the USA next year.
6 The concert ..... at 7:30, not 7:15 as it says in the programme.
7 Provided it ..... raining, we'll go for a walk this afternoon.
8 What if I ..... my plans and decide to stay longer? Will I need to renew my visa?
9 We ..... Mariam when she leaves, but she says she'll keep in touch.
10 Unless my parents ..... me some money, I won't be able to go on holiday this year.
11 Tonight France ..... Germany in a match important for both teams.
12 It is unlikely that the government ..... the court's decision.
13 Supposing I ..... to upload a video to YouTube? How do I do that?
14 By the time you ..... this letter, I should be in New Zealand.

10.2 **Cross out any answers that are wrong or very unlikely. If two answers are possible, consider the difference in meaning, if any, between them.** C, D & Unit 9

1 It's not a deep cut, but it ..... a scar.
a will leave b is going to leave c is leaving
2 Did you know I ..... a new car next week?
a will buy b am going to buy c am buying
3 A: I'm not sure how I'll get to the concert. B: We can take you. We ..... you up at eight.
a will pick b are going to pick c are picking
4 I'm sorry I can't come for dinner. I ..... to York tonight.
a will drive b am going to drive c am driving
5 The high-speed rail link ..... the journey time between the cities significantly.
a will cut b is going to cut c is cutting
6 I have to go now. I ..... you back later today.
a will call b am going to call c am calling
7 Don't go out now. I ..... lunch in a moment and it'll be cold by the time you get back.
a will serve b am going to serve c am serving
8 Unless help arrives within the next few days, thousands ..... .
a will starve b are going to starve c are starving

10.3 **Complete these dialogues with an appropriate future form (present simple, present continuous, will or going to).** Units 9 & 10

1 A: Simon Bianchi (1) ..... (*join*) us for dinner. You know, the novelist.
B: Yes, I've read some of his books.
A: I'm sure you (2) ..... (*like*) him. His latest book (3) ..... (*come*) out at the end of this week. If you want, I'm sure he (4) ..... (*give*) you a signed copy.
2 A: Have you heard that BWM (1) ..... (*sack*) 300 workers?
B: That's bad news. Supposing they (2) ..... (*close*) completely – that would be awful.
A: But I've heard that they (3) ..... (*build*) a new factory in Ireland. If you look on their website, you (4) ..... (*see*) a lot of information about it.

→ Additional exercise 4 (page 237)

Unit 11

Future continuous, future perfect and future perfect continuous

A Future continuous: I will be doing

Reminder → B8

We can use the future continuous to talk about:
(i) something that is predicted to start before a particular point of future time, and that may continue after this point (often the result of a previous decision or arrangement):

- When it goes into orbit, the spacecraft **will be carrying** 30 kilos of plutonium.
- Anna **will be helping** us to organise the party.

(ii) a future activity that is part of the normal course of events or that is one of a repeated or regular series of events:

- Dr Lin **will be giving** the same talk in room 103 at ten next Thursday.
- **Will you be driving** to work, as usual?

We can often use either the future continuous or the present continuous when we talk about arranged activities or events in the future (see also Unit 10). Compare:

- We **will be leaving** for Istanbul at 7:00 in the evening. (timetabled; *or* … **are leaving** …) *and*
- When the race starts later this afternoon, the drivers **will be hoping** for drier weather than last year. (*not* … are hoping …; not reporting the details of a programme or timetable)

B

When we don't want to indicate willingness, intention, invitation, etc., we prefer to use the future continuous instead of **will**. For example, if guests have stayed longer than you wanted, and you don't know when they are leaving, you might ask:

- **Will** you **be staying** with us again tonight? (asking about their plans) *rather than*
- **Will** you **stay** with us again tonight? (they might think this is an invitation)

C Future perfect and future perfect continuous: I will have done and I will have been doing

We use the future perfect to say that something will be ended, completed, or achieved by a particular point in the future:

- *By the time you get home* I **will have cleaned** the house from top to bottom.
- I'm sure his awful behaviour **will** *soon* **have been forgotten**. (= passive form)

The future perfect is also sometimes used for politeness in more formal contexts:

- I hope this email **will have reassured you** that no further action is required.

We use the future perfect continuous to emphasise the duration of an activity in progress at a particular point in the future:

- *Next year* I **will have been working** in the company for 30 years.

With both the future perfect and future perfect continuous we usually mention the future time (e.g. *By the time you get home …, Next year …*).

D

The future continuous, future perfect and future perfect continuous can also be used to say what we believe or imagine is happening around now:

- We could ask to borrow Joe's car. He **won't be using** it today – he went to work by bike.
- Most people **will have forgotten** the fire by now.
- Tennis fans **will have been queuing** at Wimbledon all day to buy tickets.

We can use the future perfect continuous to say what we think was happening at a point in the past:

- Motorist Vicky Hao **will have been asking** herself whether speed cameras are a good idea after she was fined £100 last week for driving at 33 mph in a 30 mph zone.

Exercises

11.1 **Complete both sentences in each pair with one verb from the box. Use the future continuous (will / won't be + -ing) in one sentence and will / won't + infinitive in the other.** A & B

give leave move use work

1 a We ..... in an hour or so, so make sure your suitcase is packed.
b Without more cheap housing, families ..... the village and find homes in town.
2 a ..... you ..... late at the office again? I want to know when to cook.
b A: We need to get this order sent out before Monday.
B: Well, I ..... over the weekend if that will help.
3 a I ..... my car until next week, so you can borrow it if you like.
b My grandad ..... a computer. He says he's very happy with his old typewriter.
4 a Is your suitcase very heavy? I ..... you a hand with it if you like.
b Dr Sankey ..... evidence at the trial of James Morgan next week.
5 a He's parked his car across our drive and says he ..... it. Shall I call the police?
b The two schools ..... to a single campus at the beginning of September.

11.2 **Make sentences with a beginning from (i), a verb from (ii) (either in the future perfect or future perfect continuous), and an ending from (iii).** C & D

(i)	(ii)	(iii)
1 The weather forecast says that the rain ... 2 If the company is making a profit by the end of the year then we ... 3 In two years' time Morneau ... 4 I am confident that I ... 5 This book on Proust is really difficult. On Saturday I ... 6 As delegates who arrived early ... 7 I trust that you ...	act achieve ~~clear~~ find finish discover read	... the objective we set ourselves when we took over. ~~... by the morning and tomorrow will be dry.~~ ... for 50 years, and shows no sign of retiring from the theatre. ... the conference of some interest. ... the report before the end of the week. ... it for a month, and I'm still only half way. ... there have been some late changes to the conference programme.

1 The weather forecast says that the rain will have cleared by the morning and tomorrow will be dry.

11.3 **Here is part of an email from Emily, an English teacher in Japan, to her friend Rosa. Underline the correct option.** A & D

Reply Forward

Hi Rosa

Greetings from Osaka! Hope this finds you all well. I suppose by now school (1) *will close / will have closed* for Christmas and you (2) *will be enjoying / will have been enjoying* a rest. It's hard to believe that Tim's already 18 and that it's only a few months until he (3) *will be leaving / will have been leaving* school for college.

My main news is that my brother, Joe, and his family (4) *will have been arriving / will be arriving* next Friday as part of their big trip around the world. By the time they get here' they (5) *will be going / will have been* to California and New Zealand. No doubt Joe's children (6) *will have been planning / will plan* it all out for months! They (7) *won't be spending / won't have spent* all their time with me. Joe has to go to Tokyo on business, so I (8) *will have kept / will be keeping* the rest of the family entertained while he's away. Then they (9) *will all be going / will all have been going* to Kyoto ...

Unit 12

Be to + infinitive; **be about to** + infinitive

A

Be to + infinitive is commonly used in news reports to talk about events that are likely to happen in the near future:

- Police officers **are to visit** every home in the area.
- The main Rome-to-Naples railway line **is to be reopened** today. (passive form)

It is also used to talk about formal or official arrangements, formal instructions, and to give orders:

- You **are not to leave** the school without my permission.
- The European Parliament **is to introduce** a new law on safety at work.
- Children **are not to be left** unsupervised in the museum. (passive form)

Passive forms are often used to make orders and instructions more impersonal.

Note that we only use **be to + infinitive** to talk about future events that can be controlled by people. Compare:

- In the next few years, thousands of speed cameras **are to appear** on major roads. (*or* … **will appear** …) *and*
- Scientists say they can't predict when or where the disease **will appear** again. (*not* … the disease is to appear again; the appearance of the disease can't be controlled)
- The President **is to return** to Brazil later today. (*or* … **will return** …) *and*
- The comet **will return** to our solar system in around 500 years. (*not* The comet is to return …; the movement of the comet can't be controlled)

However, when **be to + infinitive** refers to the future from the past (see Unit 14B), we often use it to describe what happened to someone, whether they were able to influence events or not:

- Matthew Flinders joined the Navy in 1789, but it **was to be** a further six years before his first voyage to Australia.
- Jeanne Pelletier **was to write** two more books about her experiences in Africa before her death in 1997.

B

We often use **be to + infinitive** in **if-clauses** to say that something must happen first (in the main clause) before something else can happen (in the **if-clause**):

- *If* the human race **is to survive**, we must look at environmental problems now.
- The law needs to be revised *if* justice **is to be done**. (passive form)

Compare the use of **be to + infinitive** and the present simple for the future in **if-clauses**:

- If López **is to win** gold at the next Olympics, he needs to work on his fitness. *and*
- If López **wins** gold at the next Olympics, he has said that he will retire from athletics.

Note how the order of cause and effects in **if-sentences** is reversed with these two tenses:

- If López **is to win** gold … (= effect), he needs to work … (= cause) *and*
- If López **wins** gold … (= cause), he has said that he will retire … (= effect)

C

We use **be about to + infinitive** mainly in conversation to say that something will (not) happen in the very near future:

- We'**re about to eat**. Do you want to join us?
- Appearing on TV might make her famous, but it'**s not about to make** her rich.
- A: Why don't you switch it off and turn it back on again?
  B: Yes, I **was about to try** that when you came in. (*not* Yes, I was to try …) (referring to the future from the past)

Exercises

12.1 **Complete these news extracts using the verbs in brackets. Use be to + infinitive if possible and will + infinitive if not. Use active or passive forms as necessary.** A

1 Gil Moritz has written his first new play for 15 years. Its first performance ..... (*stage*) at the New Victoria Theatre.
2 The new safety system ..... (*stop*) trains automatically if they pass a danger signal.
3 Stafford Boys' School ..... (*merge*) with the nearby Bicton Girls' School to form a new co-educational establishment.
4 There are fears that sea levels ..... (*rise*) catastrophically in the next 50 years.
5 The old design and technology programme ..... (*replace*) with a new computer science course.

Now use the verbs in the box to do the same in 6 to 10.

become	create	increase	receive	retire	succeed

6 Managing Director Lars Lindberg, 59, ... this summer a year early. He ..... by Christina Fontana, who joined the company last year.
7 As the temperatures fall with the onset of winter, the refugee crisis ..... more severe.
8 Production line staff at the Heathcote garden furniture factory in Northam ..... a pay rise following a big new order from Italy.
9 Seventy new posts ..... at the factory following a major investment by the parent company in the United States.
10 The recent rapid rise in house prices in the south-east ..... the demand for higher salaries among lower-paid workers.

12.2 **Underline the correct answers. In some cases both alternatives are possible.** B & C

1 You need to work much harder if you *have* / *are to have* any chance of passing the exam.
2 My sister *is to start* / *is about to start* a PhD in Physics.
3 Mrs Patel is likely to become the Foreign Minister if the party *wins* / *is to win* power at the next election.
4 If you *enjoy* / *are to enjoy* romantic comedies, then this is a film you must see.
5 A: Can you type this letter for me?
B: Sorry, I'*m just to go* / '*m just about to go* home. It'll have to wait until tomorrow.
6 If Beckman *recovers* / *is to recover* from a foot injury, it seems certain that he will play in Saturday's match against Spain.
7 If the university *keeps* / *is to keep* its international reputation, it must first invest in better facilities for students.
8 Jonas Fischer has denied that he *is to resign* / *is about to resign* as marketing manager.
9 It started snowing an hour ago, and from the look of those clouds things *are to get* / *are about to get* a lot worse.
10 If the railway system *is improved* / *is to be improved*, the government should invest substantial amounts of money now.



Unit 13

Other ways of talking about the future

A

Some phrases are commonly used to refer to actions or events in the future with a meaning similar to **be about to** + **infinitive** (see Unit 12C). We can use **be on the verge of** … / **brink of** … / **point of** … (+ **-ing** or **noun**) to say that something will happen soon:

- People **are on the verge of** starvation as the drought continues.
- Scientists **are on the brink of** making major advances in the fight against AIDS.
- Exhausted, mentally and physically, he **was on the point of** collapse.

Be on the brink of usually refers to something important, exciting, or very bad.

We use **be due to** (+ **infinitive**) to say that something is expected to happen at a particular time, **be sure / bound to** (+ **infinitive**) to say that something is likely or certain to happen, and **be set to** (+ **infinitive**) to say that something is ready to happen:

- The company's chief executive **is due to** retire next year, but following today's announcement of further losses she **is sure to** be asked to leave sooner.
- Her new film **is set to** be a great success.
- 'Will there be somewhere to get a coffee at the station?' 'Oh, yes, there**'s bound to** be.'

There is / are can come before **be sure / bound to**, but do not normally come before **be due / set to**.

Note that we use **due to** + **noun** to give the reason for something, not to talk about the future (e.g. **Due to fog**, all flights from the airport have been cancelled).

B

We use some verbs with a **to-infinitive** to talk about intentions:

- We **guarantee** *to refund* your money if you are dissatisfied with the computer.

We can use the **present simple + to-infinitive** or the **present continuous + to-infinitive** with the verbs marked * to talk about intentions:

- I **aim** *to get* to Bangkok by the end of June. (*or* I**'m aiming** *to get* …;)

Some people, particularly in speech and in journalism, use **be looking + to-infinitive** to mean planning a course of action:

- We'**re looking** *to create* 3,000 jobs in the city over the next year.

Also: **aim***, **agree**, **expect***, **hope***, **intend***, **mean**, **plan***, **promise**, **propose***, **resolve**, **undertake**, **want***

C

When the phrases and verbs in **A** and **B** are used with past tense forms, they are usually concerned with future events seen from the past (see also Unit 14):

- It was his 64th birthday in 2006 and he **was due** *to retire* the following year.
- Nathan **had resolved** *to become* fluent in Spanish before he left university.
- The new management **had been looking** *to create* 20 new jobs.
- I **was aiming** to get my book finished by the end of the year.

D

Some people use **shall** (and **shan't**) instead of **will** (and **won't**) in statements about the future, usually with **I** and **we**. However, it is more common to use **will** (particularly its contracted form **'ll**) and **won't**:

- He was a good friend and we **shall** miss him greatly. (*more commonly* … we**'ll** miss …)
- I'm just going to buy a newspaper. I **shan't** be long. (*more commonly* I **won't** …)

In current English we don't usually use **shall / shan't** with other subjects to talk about the future, although this is found in formal rules and in older literary styles:

- The match referee **shall** be the sole judge of fair play.
- All people of the world **shall** live together as brothers.

Exercises

13.1 Expand the notes to complete the news extracts, using the phrases in A.

verge – become sure – face brink – go set – launch
set – make sure – provide ~~bound – raise~~ due – return
point – sign ~~point – move~~ verge – quit due – undergo

1/2 The decision of the firm to relocate its international headquarters to Switzerland is ..bound to raise.. questions about the government's new profits tax. It seems that other major financial firms are also ..on the point of moving.. their headquarters out of London.

3/4 NASA's latest Mars probe is ..... to Earth later today. A spokesperson for NASA said that the probe would be bringing back rock samples that are ..... exciting new information about the planet.

5/6 The Countryside Conservation Society is ..... a new million-Euro scheme for the protection of endangered plant species. It is estimated that over 200 species are ..... extinct in the country.

7/8 Sources at the Diplomat's office have said that the governments of North and South Alicia are ..... an agreement to end their long-running border dispute. However, any agreement is ..... resistance from rebel forces in South Alicia, who have said they will fight on.

9/10 Tennis star Sancho Gómez is ..... a second operation on his injured shoulder. He was ..... tennis earlier this year after a first operation was unsuccessful.

11/12 EU agriculture ministers are ..... an important announcement on increasing support to farmers when they meet in Brussels on Monday. 'Many farmers are ..... out of business,' said the Italian representative, 'and the matter must be decided very soon.'

13.2 Complete the sentences with the verb pairs from the box. Use either the present simple or present continuous for the first verb. If both tenses are possible, write them both. B & C

aim – to study expect – to finish ~~look – to replace~~ intend – to move
propose – to deal resolve – to give up guarantee – to find

1 My computer is now five years old, and I ..'m looking to replace.. it with a faster one.
2 In the first half of the course we'll study microbiology, and in the second half I ..... with genetic engineering.
3 We haven't completed the work yet, but we ..... it later this week.
4 I haven't done much work at college so far, but I ..... harder from now on.
5 Every New Year he ..... playing computer games, but by February he has started again.
6 We can't provide the spare parts ourselves, but we ..... a supplier who can.
7 At the moment I commute for over three hours a day, but I ..... closer to my work in the next few months.

13.3 Underline the possible options. D

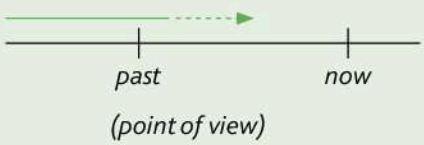
1 I have passed your letter on to the manager who *shall* / *will* reply shortly.
2 Sorry, but I *shan't* / *won't* be able to give you a lift after all.
3 I think your parents *shall* / *will* be very happy with your decision.
4 Only people over the age of 18 *shall* / *will* be eligible to vote in the referendum.
5 You *shan't* / *won't* want to eat your dinner tonight after all that chocolate.

Unit 14

The future seen from the past

A

There are a number of ways of talking about an activity or event that was in the future at a particular point in the past. In order to express this idea, we can use the past tenses of the verb forms we would normally use to talk about the future. These forms are often used in reporting (see Units 32–36). Compare the following sentences:



The future from now …	*The future from the past …*
○ I haven't got much money, so I think **I'll stay** at home this summer.	○ Eleni decided that she **would stay** at home for the summer.
○ **I'm not going to say** anything about the exams today, because I don't have time.	○ I **wasn't going to say** anything about the exams, but the students asked me to.
○ **I'm having** a meeting with my tutor tomorrow to discuss my work.	○ I couldn't go to the match because I **was having** a meeting with my tutor.
○ **Will** you **be going** alone, or is Louise going with you?	○ At the time, I thought I **would be going** alone, but then Jan said he wanted to come.
○ The exam **will have finished** by three o'clock, so I'll see you then.	○ The exam was so easy that most people **would have finished** after 30 minutes.
○ There **is to be** a meeting of ministers this evening.	○ It was announced that there **was to be** a meeting of ministers that evening.
○ When the school closes, all the children **are to be moved** to one nearby.	○ Mrs Novak heard that she **was to be moved** to a post in a nearby school.
○ As the bell **is about to go** for the end of the lesson, pack your books away.	○ The bell **was about to go** when all the children started to pack their books away.

If the future seen from the past is still in the future for the speaker, then either form is possible:

○ It was announced this morning that there **is / was to be** a statement this evening.

In some cases, we don't know whether the activity or event happened or not. Compare:

○ I didn't phone to give him the news because we **were seeing** each other later. He was very upset when I told him. (= we saw each other) *and*

○ We **were seeing** each other later that day, but I had to phone and cancel. (= we didn't see each other)

B

To talk about an activity or event that was in the future at a particular point in the past, we can use **was / were to + infinitive** (for things that actually happened) and **was / were to have + past participle** (for things that were expected, but didn't happen):

○ At the time she was probably the best actor in the theatre company, but in fact some of her colleagues **were to become** much better known.

○ The boat, which **was to have taken** them to the island, failed to arrive.

○ He **was to find out** years later that the car he had bought was stolen.

Note, however, that in less formal contexts it is more natural to use **be supposed to**:

○ I **was supposed to help**, but I was ill. (*more natural than* I was to have helped …)

Exercises

14.1 **Write ✓ if the italicised parts are correct. If they are wrong, correct them.** A

1 I'*m going to do* the washing, but we'd run out of washing powder.
2 The concert tonight *would be* over by about 9:30. We could eat after that.
3 When we *were passing* Ivan's house, we thought we'd drop in and see him.
4 A: Where shall I hang my coat? B: Sorry, I thought Ella *will have shown* you. Over there.
5 The manager of Newtown United said that the team *is to be announced* at nine tomorrow.
6 The second half *was about to start*, so shall we go back to our seats now?
7 I knew that by the morning I *would be feeling* exhausted, but I just wanted to go dancing.
8 A: Where's Oliver? He *is supposed* to be here yesterday, and there's still no sign of him.
B: I'*m about to ask* the same question.
9 I didn't phone Ben this morning because I *was going to see* him when I've finished work.
10 DNA testing *was to be used* by police in the search for the missing Dublin schoolboy. His parents have welcomed the news.
11 We *are meeting* at seven in the Globe coffee bar. Can you be there, too?
12 We didn't expect that having a rabbit as a pet *will cause* so many problems.

In which *three* cases can we use either a past or present tense form in the italicised parts?

14.2 **Choose the more appropriate option, (a) or (b), to complete these sentences.** B

1 The meeting was to have taken place in the hall, …
a but had to be cancelled at the last minute.
b and was well attended.
2 She was to have appeared with the actor in his last film…
a and was a tremendous success.
b but the part went to her sister.
3 Later, in Rome, I was to meet Professor Pearce …
a and was very impressed by his knowledge of Italian culture.
b but he left before I got there.
4 The twenty police officers who were to have gone off duty at eight …
a went to the Christmas party.
b had to remain in the police station.
5 It was to take 48 hours to get to Japan …
a and we were exhausted when we arrived.
b but we managed to do it in only a day.
6 After the war he was to teach at London University …
a but no money was available to employ him.
b for ten years.
7 The bridge was to have been completed this year …
a but a number of accidents have led to delays.
b and is to be opened by the president next month.
8 The new road was to have a major impact on traffic in the busy town centre, …
a making life much easier for commuters.
b but the crowded roads continued.
9 The construction of the cathedral was to have begun in 1650 …
a and go on for over 80 years.
b but a shortage of labour delayed the start for a further 20 years.
10 We were to stay with Rodrigo in Lisbon …
a many times before he moved to Madrid.
b but he moved to Madrid.

Unit 15

Can, could, be able to and be allowed to

A Can, could and be able to: ability

Reminder → C1 – C7

We sometimes use **be able to** instead of **can** and **could** to talk about ability. We avoid **be able to** –

☆ when we talk about something that is happening as we speak:
- Watch me, Mum; I **can** stand on one leg. (*not* … I'm able to stand on one leg.)

☆ before passives:
- Films **can** now easily *be streamed* online. (*rather than* Films are now easily able to be streamed …)

☆ when the meaning is 'know how to':
- **Can** you cook? (*rather than* Are you able to cook?)

B

If we talk about a single achievement, rather than a general ability in the past, we usually use **be able to** rather than **could**. Compare:
- She swam strongly and **was able to** cross the river easily, even though it was swollen by the heavy rain. (*not* She swam strongly and could cross …; a single achievement)
- Sophie **could** play the flute quite well. (*or* … **was able to** …; a general ability) *and*

However, **could** is usually more natural than **be able to** –

☆ in negative sentences:
- I tried to get up but I **couldn't** move.

☆ with verbs of the senses, e.g. **feel**, **hear**, **see**, **smell**, **taste**, and with verbs of 'thinking', e.g. **believe**, **decide**, **remember**, **understand**:
- I **could** *remember* the crash, but nothing after that.

☆ after the phrases **the only thing / place / time,** and after **all** when it means 'the only thing':
- *All* we **could** see were his feet.

☆ to suggest that something almost didn't happen, particularly with **almost**, **hardly**, **just, nearly**:
- I **could** *nearly* touch the ceiling.

C Can and could: possibility

To talk about the theoretical possibility of something happening we use **could**, not **can**. However, we use **can**, not **could**, to say that something is possible and actually happens. Compare:
- It **could** be expensive to keep a cat. (= if we had one, it's possible that it would be expensive) *and*
- It **can** be expensive to keep a cat. (= people find it sometimes is)

We use **can't**, not **couldn't**, to say that something is theoretically or actually impossible:
- There **can't** be many people in the world who haven't watched television.
- The doctor **can't** see you this morning; he's busy at the hospital.

D

We use **can** to indicate that there is a very real possibility of a future event happening. Using **could** suggests that something is less likely or that there is some doubt about it. Compare:
- We **can** stay with Jake in Oslo. (= we will be able to stay) *and*
- We **could** stay with Jake in Oslo. (= it's possible; if he's there)

E Could and be allowed to: permission

To say that in the past someone had *general* permission to do something – that is, to do it at any time – we can use either **could** or **was / were allowed to**. However, to talk about permission for one *particular* past action, we use **was / were allowed to**, but not **could**. Compare:
- Anyone **was allowed to** fish in the lake when the council owned it. (*or* … **could** fish …) *and*
- Although he didn't have a ticket, Ned **was allowed to** come in. (*not* … could come in.)

In negative sentences, we can use either **couldn't** or **wasn't / weren't allowed to** to say that permission was not given in general *or* particular situations:
- I **couldn't / wasn't allowed to** open the present until my birthday.

Exercises

15.1 **Underline the correct or more natural option (or both if possible).** A & B

1 Valuables *can / are able to* be left in the hotel safe. Please ask at the reception desk.
2 We *could / were able to* finish the hockey match before it started snowing too heavily.
3 The rebels *could / were able to* draw on the support of over 20,000 soldiers.
4 *Could you / Were you able to* understand Professor Larsen's lecture? I found it really difficult.
5 A: Do you want a game? B: Sorry, I *can't / 'm not able to* play chess.
6 Look at me, I *can / 'm able to* ride my bike without any help.
7 When the firefighters arrived they *could / were able to* put out the flames in a couple of minutes.
8 The air was so polluted in the city centre, I *could hardly / was hardly able to* breathe.
9 I knew Petra had been decorating. I *could / was able to* smell the paint when I came in.
10 *Can you / Are you able to* drive without your glasses?
11 No changes *can / are able to* be made to this rail ticket after purchase.
12 He *could / was able to* untie the ropes without the guards noticing.
13 She looked all over the house, but *couldn't / wasn't able to* find her keys anywhere.
14 I was very busy at work, but I *could / was able to* have a couple of days off last week.

15.2 **Complete these blog posts with can, could and be allowed to (or two forms if possible). Use negative forms where necessary.** A–E

a

We went camping in the north of Spain last July. As you probably know, it (1) ..... rain a lot on the coast, even in midsummer, and the day we arrived we (2) ..... believe how heavy the rain was. Eventually we found a place to camp, in a field next to a beach. We had a new tent – the advertisement for it said, 'This tent (3) ..... be assembled in two minutes with no previous experience.' What a joke! Now, there (4) ..... be many people who haven't had difficulty putting up a tent at some time, but it took us more than two hours. And then, just as it was done, a man came along and said that we (5) ..... camp there – it was private property. So we had to take the tent down again. Then Eva just said, 'Well, we (6) ..... stay here all night. Let's go to that hotel in the last village we drove through.' Unfortunately, when we got there they were full. But they were very kind and we (7) ..... camp at the end of their garden!

b

It is often said that sports coaches (1) ..... be strict, but athlete Lance Jordan's was incredibly hard on him in the year before the Olympic Games. For instance, Lance (2) ..... stay up later than nine, although on his birthday he (3) ..... watch television until ten as it was a special occasion! Of course, all Lance (4) ..... think of was going out with his friends in the evening, and he (5) ..... hardly wait for the Games to finish to get back to a normal life. When he complained, his coach just said, 'Trust me and you'll win gold – you (6) ..... lose!' And his coach was right. He won a gold medal in the 400 metres in a world record time. And on the night of his victory Lance (7) ..... celebrate – by staying up until 11 o'clock! 'But no later,' said his coach. 'The World Championships are only two years away.'

→ Additional exercise 5 (page 237)

Unit 16

Will, would and used to

A Will and would

Reminder → C8 – C14

We can use **will** (for the present) and **would** (for the past) to talk about –

☆ characteristic behaviour or habits:

- Every day Dan **will** come home from work and turn on the TV.
- At school she **would** always sit quietly and pay attention.

☆ things that are or were always true:

- Cold weather **will** kill certain plants.
- During the war, people **would** eat all kinds of things that we don't eat now.

(For the use of **will** to talk about the future, see Unit 9.)

We don't use **will** or **would** in this way to talk about a *particular* occasion. Compare:

- Each time I gave him a problem he **would solve** it for me. *and*
- Last night I gave him a problem and he **solved** it for me. (*not* … he would solve it …)

However, we can use **will not** (**won't**) and **would not** (**wouldn't**) in either case. Compare:

- He **wouldn't** walk the five miles to his place of work. (characteristic behaviour) *and*
- She **wouldn't** say what was wrong when I asked her.

B

In speech, we can stress **will** or **would** to criticise people's characteristic behaviour or habits:

- She just **won't** do the washing up when I ask her.
- I was happy when Ryan left. He **would** talk about people behind their backs.

We can also express disapproval of something they have done using **will**:

- 'I feel sick.' 'Well, if you **will** eat so much, I'm not surprised.'

C

We can use **will** to draw conclusions or state assumptions about things that are the case now (see also Unit 9B):

- Martina **will** be at home by now. Let's go and see her.
- You **will** know that Ewan and Lucy are engaged. (= I assume you already know)

D Would and used to

When we talk about repeated events in the past that don't happen now we can use either **would** or **used to + infinitive**. However, we can use **would** only if the time reference is clear. Compare:

- We **used to play** in the garden. (*not* We would play …; time reference not given) *and*
- Whenever we went to my uncle's house, we **would / used to play** in the garden.

Note that negatives and questions are formed with **did / didn't + use to** (not I didn't used to...).

We can use **used to** but not **would** when we talk about past states that have changed:

- The factory **used to** be over there.
- Didn't you **use to** have red hair?

We don't use either **used to** or **would** when we say exactly how many times in total something happened, how long something took, or that a single event happened at a given past time:

- We **visited** Switzerland four times during the 1990s. (*not* We would / used to visit …)
- She **went** to Jamaica last month. (*not* She would / used to go to Jamaica last month.)

E Would / will have + past participle

To talk about an *unreal past* situation – that is, an imaginary situation or a situation that might have happened in the past, but didn't – we use **would have + past participle**:

- I **would have been** happy to see him, but I didn't have time.

However, to say that we think a past situation actually happened, we use **will have + past participle** (see also Unit 11C):

- As it was cloudy, few people **will have seen** last night's lunar eclipse. (*rather than* … would have seen …)

Exercises

16.1 **Complete the doctor and patient speech bubbles using will or would if possible, followed by one of these verbs. If will or would are not possible, use a verb in the past simple.** A & C

be **cause** **exercise** **find** **have** **know** **sit** **spend**

1 Most days I ..... eight hours or more in front of my computer.

2 Yesterday I ..... a sharp pain in my lower back.

3 No, I'm not that fit now. When I was at college, I ..... in the gym most days.

4 When I tried to stand, I ..... that I couldn't straighten up.



5 5 Over time poor posture ..... back pain.

6 Before computers came along, people ..... rarely ..... still for so long.

7 I'm sure you ..... about the need to take regular breaks.

8 That ..... probably ..... the result of sitting badly.

16.2 **If necessary, correct these sentences using either would or used to. If neither would nor used to is correct, use a past simple verb form.** D

1 I would enjoy studying French when I was at school.
2 Jorge would spend winters in Spain and summers in England.
3 We would live in a bungalow on the south coast, and then we moved to a flat in town.
4 You used to teach at Halston University, didn't you?
5 On Saturdays and Sundays the ferry used to take tourists across to the island.
6 The committee would meet four times last week, but still no decision has been reached.

16.3 **Complete these sentences with will have or would have and the past participle of one of these verbs.** E

approve **buy** **hear** **hurt** **notice** **prefer** **watch**

1 According to official figures, over half the population ..... the final of the song contest on TV last night.
2 I enjoyed the exhibition – but I don't think my grandmother ..... of it.
3 I don't think the dog ..... anyone, but I was still glad when the owner took it away.
4 I'm sure by now you ..... about yesterday's robbery at the supermarket.
5 The train journey was quite comfortable, although I ..... to fly.
6 Regular readers ..... the return of a popular feature to our website.
7 A: Did you like the present Justin gave you for your birthday? B: Well, an umbrella stand isn't something I ..... myself, but I suppose it might be useful.

16.4 **Complete B's responses below to show criticism or disapproval.** B

1 A: I waste so much time looking for parking spaces. B: Well, if you ..... .
2 A: I've got a headache. B: Well, if you ..... .
3 A: I'm really hot. B: Well, if you ..... .

→ Additional exercise 5 (page 237)

Unit 17

May and might

A

May and **might** often have a similar meaning when we talk about possibility. Reminder → C15 – C19
However, we prefer **may** in academic or formal language to talk about characteristics or behaviour:

- The seeds from the plant **may** grow up to 20 centimetres in length.

and in speech we prefer **might** to say what we will possibly do in the future:

We can use **may well** (or less commonly, **might well**) to emphasise that something is unexpected:

- Keith **may well** pass the entrance examination after all. (or Keith **might well**...)

B

We don't use **may** to ask questions about the possibility of something happening. Instead we use, for example, **could(n't)** or the phrase **be likely**:

- **Could** it be that you don't want to leave? (*not* May it be that you ...?)
- **Are** you **likely** to be in Spain again this summer? (*not* May you be in Spain ...?)

It is possible to use **might** in this type of question, but it is rather formal:

- **Might** they be persuaded to change their minds?

Note that we can use **may** to ask for permission and offer help in a formal way:

- **May** I leave now?
- **May** I help you?

C

Might (not 'may') + **bare infinitive** is sometimes used to talk about what was *typically* the case in the past. This is a formal or literary use:

- During the war, the police **might** *arrest* you for criticising the government.
- Years ago, children **might** *be sent* down mines at the age of six. (passive form)

We can also use **could** + **bare infinitive** in examples like this to talk about past ability (see Unit 15). For example, 'During the war, the police could arrest you ...' means that the police were legally able to arrest you.

D

When we say that a person or thing compensates to some extent for a limitation or weakness by having another characteristic, we can use a pattern with **may / might not** + **bare infinitive** ... **but** ... or **may / might not have** + **past participle** ... **but** ...:

- The painting **may not** *be* a masterpiece, **but** the colours are remarkable.
- She **might not** *have danced* very gracefully, **but** she had a lot of energy and enthusiasm.

E

We use **may / might** (not 'can') + **have** + **past participle** and **may / might** (not 'can') + **be** + **-ing** to talk about possible events in the past, present and future:

- Do you think Laura **may / might have completed** the report by now? (past)
- His maths **may / might have improved** by the time the exam comes round. (future)
- Marco isn't in his office. He **may / might be working** at home today. (present)
- When I go to Vienna I **may / might be staying** with Max, but I'm not sure yet. (future)

Note that **could** can be used in these sentences instead of **may** or **might**:

- Do you think Laura **could have completed** the report by now?

We can use **may / might have been** + **-ing** to talk about possible situations or activities that went on over a period of past time:

- Callum didn't know where the ball was, but he thought his sister **might have been playing** with it before she left for school.

Exercises

17.1 **Complete the sentences with either *may* or *might*, whichever is more likely. If neither is possible, use an alternative, and make any other necessary changes.** A & B

1 We ..... go to Majorca for our holiday this summer.
2 The planet Venus ..... be seen clearly in the night sky this month.
3 ..... you see Yasemin this weekend?
4 I feel really sore after playing tennis. I think I ..... have a bath.
5 A: Someone's left their coat. B: ..... it be Nadia's?
6 Exceeding the stated dose ..... cause drowsiness.
7 It ..... well be the case that the evidence has been tampered with.

17.2 **Underline the correct answer.** C & E

1 You should have come dancing. You *might have enjoyed / might enjoy* it.
2 She *might have tried / might have been trying* to get a book off the top shelf when she fell.
3 Dr Carter *might have come / might be coming* over this evening, so can you tidy the house up a bit?
4 As recently as the 1950s, employers *might be requiring / might require* a woman to leave her job when she got married.
5 I've been offered a new job, so I *may be moving / may have moved* to Dubai.
6 Why not come and see us in March? The weather *may have been improving / may have improved* by then.
7 During the riots of the 1960s, people *might be imprisoned / may be imprisoned* simply for being on the streets.
8 He said he was in a lot of pain, but he *may have been exaggerating / may exaggerate*.
9 In the past, left-handed children *might be punishing / might be punished* for not holding a pen in their right hand.
10 I *may have told / may tell* you this before. I can't remember.

17.3 **Complete these sentences in any appropriate way.** D

1 He may not be the best singer in the world, but .....
.....
2 Hugh's old car might not be terribly comfortable, but .....
.....
3 Her English grammar may not be very accurate, but .....
.....

Now expand these notes to complete the sentences below.

sound / exciting **agree / him** **express / feelings openly** ~~**work / quickly**~~

4 He may / might not work very quickly ..... but at least he's very reliable.
5 ....., but his opinions on music make you think.
6 ....., but she is really very fond of you.
7 ....., but the new museum of fishing is actually very good.

→ Additional exercise 5 (page 237)

Unit 18

Must and have (got) to

A

We use **must** and **must not** in formal rules and regulations and in warnings: Reminder → C20–C24

- Bookings **must** be made at least seven days before departure.
- The government **must not** be allowed to appoint judges.

In spoken English we often use **must** and **mustn't** (= must not) to propose a future arrangement, such as a meeting or social event, without making detailed plans:

- We **must** get together more often.
- We **mustn't** leave it so long next time.

We can also use **I must** … to remind ourselves to do something:

- **I must** charge my phone. I meant to do it yesterday, but I forgot.

B

To draw a strong conclusion about –

☆ something that happened in the past, we use **must** + **have** + **past participle**:

- That's not Clara's car. She **must have borrowed** it from her parents.

☆ something happening at or around the time of speaking, we use **must be** + **-ing**:

- I can't hear a noise. You **must be imagining** things.

☆ something that is likely to happen in the future, we use **must be going to** or **must be** + **-ing**:

- 'What are all those workmen doing?' 'I think they **must be going to** dig up the road.'
- I was wrong about the meeting being today. It **must be happening** next Friday.

☆ a present situation, we use **must be**, or **have** (**got**) **to be** in informal speech:

- Their goalkeeper **has got to be** at least two metres tall! (*or* … **must be** …)

We can use **must have to** to draw a conclusion based on what we know about a present situation and **must have had to** to draw a conclusion about a past situation:

- I can't access the database. You **must have to put in** a password. (= a password is necessary)
- Matt wasn't at home when I went round. He **must have had to go** out unexpectedly.

Note that we can't say 'must've (got) to' but we can say **must've had to**.

C

In questions that hope for or expect a negative answer we prefer **have (got) to**, although in formal contexts **must** is sometimes used:

- **Do** we **have to** answer all the questions? (*or* **Have** we **got to** …?; *formally* **Must we** …?)

We use **have to** in questions that imply a criticism. **Must** can also be used, although some people think this is rather old-fashioned. We usually stress **have** and **must** in sentences like this:

- **Do** you **have to** play your trumpet here? It's deafening! (*formally* **Must** you play …?)

D

Sometimes we can use either **have to** or **have got to**. However –

☆ we use **have to** with frequency adverb (see Unit 75B):

- I *often* **have to** work at the weekend to get everything done.

Also: **always**, **never**, **normally**, **rarely**, **sometimes**, etc.

☆ with the past simple we use **have to**, especially in questions and negative sentences:

- When **did** you **have to** give it back? (*not* When had you got to give it back?)
- We **didn't have to** wait too long for an answer. (*not* We hadn't got to wait too long …)

☆ if **have** is contracted (e.g. I've, He's, It'd) then we must include **got**:

- I need a new pair of shoes, and they**'ve got to** be blue. (*not* … they've to be …)

☆ we don't use **have got to** with other modal verbs:

- Motorists *will* **have to** wait until next year to use the bridge. (*not* Motorists will have got to wait …)

Note also that **have got to** is often preferred in informal speech.

Exercises

18.1 **Complete the sentences with one of these forms: must have + past participle; must + bare infinitive; must be + -ing; or must have (had) to. Use the verbs given.** B

1 When I left my laptop on the train, I thought I'd never see it again. But someone ..... it and handed it in to the lost property office. (*find*)
2 Luisa owns a big car and a yacht. She ..... incredibly rich. (*be*)
3 A: Everyone's going into the hall. B: The meeting ..... soon. Let's go. (*start*)
4 Without things like washing machines and dishwashers our grandparents ..... much harder in the kitchen than we do today. (*work*)
5 I didn't think Rob was coming to the meeting. He ..... his mind. (*change*)
6 A: I wonder how you get past security.
B: I suppose you ..... some form of ID. (*show*)
7 A: I thought Paul would be home.
B: He ..... Lotta to work. He said he would. (*take*)
8 Look at all those birds. There ..... at least a thousand of them. (*be*)

18.2 **Write new sentences with a similar meaning. Use have / has got to where possible or preferable; if not, use have / has to.** D

1 It is necessary to do all of this photocopying before lunchtime.
All of this photocopying has got to be done / has to be done before lunchtime
2 It is rarely necessary to ask Hannah to tidy her room. *Hannah* ...
3 Is it necessary for us to hand in the homework tomorrow? *Have* ...
4 It wasn't necessary for me to go to the hospital after all. *I* ...
5 Was it necessary for Ben to go alone? *Did* ...
6 It is sometimes necessary for Adam to start work at 6:30. *Adam* ...
7 It is necessary to extend the college to accommodate the new students. *The college* ...
8 It may be necessary to cancel our holiday because my mother is ill. *We* ...

18.3 **If necessary, correct the italicised parts of this email message.** A–D

Reply Forward

Hello Maria,

Sorry I haven't been in touch for a while. You (1) *must have been wondering* what's been happening. Well, I must admit I've had a pretty awful week. When I got home from work last Monday, the front door was wide open. The door's very stiff, and I (2) *always have got to pull* it very hard to shut it. My neighbour's always saying, '(3) *Have you to bang* the door so hard?' When I went in, I found that the house had been burgled. They (4) *must have climbed* over the fence in the back garden. None of the windows and doors were damaged, so someone very small (5) *must have to squeeze* through the tiny window in the kitchen. I suppose I (6) *must leave* it open, but I didn't expect anyone to be able to get in. Then they (7) *must have come* through the house and opened the front door for the others. Of course, the first thing I did was to call the police and I (8) *mustn't wait* very long for them to get here. Fortunately, the only thing that was taken was my TV. I think the burglars (9) *must be disturbed*, perhaps when the postman came. So now (10) *I've to get* a new lock for the front door and replace the TV, and I (11) *must put* some locks on the windows. I suppose I (12) *must have to* get a burglar alarm, too. I must say I've never really wanted one, but needs must!

Anyway, (13) *I've to go*. Hope the family is well. Jessica (14) *must get* ready to go back to university. And you (15) *must be busy* with the new school year just about to start. When you have time, we (16) *have to get* together for a weekend.

All the best for now,

Amy

Can you find three other common expressions with **must**?

→ Additional exercise 5 (page 237)

Unit 19

Need(n't), don't need to and don't have to

A

We can use **need** as an ordinary verb:

Reminder → C25–C28

- I **needed** to leave early.
- She's thirsty. She **needs** a drink.

We can also use it as a modal verb (followed by a bare infinitive). As a modal verb, it doesn't change its tense and doesn't add '-s' for the third person singular.

When it is a modal verb, **need** is most commonly used in negative sentences:

- You **needn't** speak so loudly.
- I've already cleaned the car so you **needn't** *bother* to do it.
- I was very nervous before the interview, but I **needn't** *have worried* – I got the job!

Other verbs often used with **need not (needn't): apply, bother, concern, fear, involve, mean, panic, worry**

'Note that **needn't bother** can be used with both **to-infinitive** (You **needn't bother to check**) or **(about)** + **-ing** (You **needn't bother (about) checking**) with little difference in meaning.'

It is sometimes used in questions, but we prefer to use **need** as an ordinary verb or **have to**:

- **Need** you **go** so soon? (= modal verb; less common and rather formal)
- **Do** you **need to go** so soon? (= ordinary verb) *or* **Do** you **have to go** so soon?

It is rarely used in affirmative sentences (that is, not questions or negatives), but is sometimes found in written English, particularly in fiction:

- We **need** *have* no fear for Nicole, she can take care of herself.

In other styles of formal written English it is used in this way with negative words such as **hardly**, **never**, **nobody / no one**, and **only**:

- The changes **need** *only* be small to make the proposals acceptable. (*less formally* The changes only need to be …)
- *Nobody* ever **need** know about the money. (*less formally* Nobody ever needs to know …)
- 'I don't want my parents to know.' 'They **need** *never* find out.' (*less formally* They never need to find out.)

B

To say it is not necessary to do something, we can use either **needn't** or **don't need to**:

- You **needn't cut** the grass, I'll do it later. (*or* You **don't need to cut** the grass …)

To talk about a general necessity, we prefer **don't need to**:

- You **don't need to be** over 18 to take driving lessons. (*rather than* You needn't be …)

C

We can often use either **needn't** or **don't have to** with little difference in meaning to say that it is unnecessary to do something:

- You **needn't** whisper. Nobody can hear us. (*or* You **don't have to** …)

However, some people prefer **needn't** when it is the speaker who decides something is unnecessary, and **don't have to** when somebody else or external rules make something unnecessary. Compare:

- As you worked late yesterday you **needn't** come in until ten tomorrow morning. (the speaker's decision) *and*
- We've been told that we **don't have to** be at work until ten tomorrow. (reporting someone else's decision.)

D

We can use **needn't** (or **don't have to**) to say that something is not necessarily true. We don't use **mustn't** in this way (see also Unit 18C):

- Volcanoes **needn't** erupt constantly to be classified as 'active'. (*or* Volcanoes **don't have to** erupt …; *not* Volcanoes mustn't erupt …)
- Nowadays it **needn't** cost a fortune to own an eBook reader. (*or* Nowadays it **doesn't have to** cost …; *not* Nowadays it mustn't cost …)

Exercises

19.1 **Match the sentence beginnings and ends. Join them with needn't and the bare infinitive of one of the verbs from the box.** A

bother	change	concern	panic	worry

1 I'll give you a lift to the station so you …
2 The questions are in the book so you …
3 All the windows have screens so you …
4 Our software provides full computer security so you …
5 The new tax laws don't come into force until next year so you …

… the details on the form.
… yourself with viruses.
… to copy them down.
… about booking a taxi.
… about being bitten by mosquitoes.

19.2 **Rewrite the following in a formal style using need.** A

1 It is hardly necessary for us to remind you that the money is now due.
We need hardly remind you that the money is now due.
2 It is only necessary for us to look at the rainfall figures to see the seriousness of the problem.
3 With such a lead in the opinion polls, it is hardly necessary for the Democrats to bother campaigning before the election.
4 It is not necessary for anyone to know who paid the ransom to the kidnappers.
5 After such a huge lottery win, it is not necessary for him to work again.

19.3 **Underline the more likely option. If the options are equally likely, underline them both.** B

1 In most developed countries, people *needn't / don't need to* boil water before they drink it.
2 You *needn't / don't need to* walk. I'll give you a lift.
3 I'll email a summary of the lecture so you *needn't / don't need to* take notes.
4 You *needn't / don't need to* have a university degree to become a police officer.
5 You *needn't / don't need to* buy me a birthday present.
6 In most cities, you *needn't / don't need to* pay to get into galleries and museums.

19.4 **Correct any mistakes in the extracts from a speech made by the managing director of a company to her employees.** A–D



1 You needn't to worry about losing your jobs.
2 Need we make any changes to company policy?
3 Changes in technology mustn't be a problem, but, in fact, they can provide opportunities.
4 I don't have to remind you that we are competing with two other companies.
5 I need hardly to tell you how important it is that we get this order.
6 You don't have to cancel your holiday plans.
7 We mustn't allow our rate of production to drop.
8 The present financial difficulties mustn't mean that people will lose their jobs.

→ Additional exercise 5 (page 237)

Unit 20

Should, ought to and had better

A

We can often use either **should** or **ought to** to talk about obligations and recommendations (e.g. You **should** / **ought to** finish your homework before you go out) and probability (e.g. It **should** / **ought to** be ready by now) although in general **should** is used more frequently. **Ought to** is used particularly in speech and most often to talk about obligation rather than probability.

Reminder → C29– C32

When we conclude, on the basis of some evidence we have, that something is certain or very likely we can use **must** (see Unit 18) but not **should** / **ought to**:

- It's the third time she's been skating this week. She **must** really enjoy it.

Note also the following details –

☆ we prefer **should** when we say what an outside authority recommends:

- The manual says that the computer **should** be disconnected from the power supply before the cover is removed. (*rather than* … ought to be disconnected …)

☆ we use **should** (or **would**), not **ought to**, when we give advice with **I** …:

- I **should** leave early tomorrow, if I were you. (*or* **I would** leave …; *or* **I'd** leave …)

☆ we prefer **should** in questions, particularly **wh-questions**:

- What **should** I do if I have any problems?
- **Should** I ring you at home?

B

We use **should** / **ought to** + **have** + **past participle** to talk about something that didn't happen in the past and we are sorry that it didn't:

- We **should** / **ought to have waited** for the rain to stop. (I'm sorry we didn't)

We often use this pattern to indicate some regret or criticism and the negative forms **shouldn't** / **oughtn't to have** are almost always used in this way.

We also use **should** / **ought to** + **have** + **past participle** to talk about an expectation that something happened, has happened, or will happen:

- If the flight was on time, he **should** / **ought to have arrived** in Jakarta early this morning.

C

We can use **should** in questions that are offers or that request confirmation or advice:

- **Should** I phone for a taxi for you?
- Who **should** I pass the message to?

Note that in sentences like these we can also use **shall** with a very similar meaning.

Compare the use of **shall** and **should** in sentences such as the following, where 'I shall' means 'I intend to' and 'I should' means 'I ought to':

- I **shall** read the script on the train tomorrow. (*or* **I'll** read …) *and*
- I **should** read the script on the train tomorrow but I know that I'll be too tired.

D

We can use **had better** instead of **should** / **ought to**, especially in spoken English, to say that we think it is a good idea to do something:

- If you're not well, you**'d better** ask Clare to go instead. (*or* … you **should** / **ought to** …)

although we don't use it to talk about the past or to make general comments:

- You **should** / **ought to** have caught a later train. (*not* You had better have caught …)
- I don't think parents **should** / **ought to** give children sweets. (*not* … parents had better give …)

We prefer **had better** if we want to express particular urgency or in demands and threats:

- There's someone moving about downstairs. We**'d better** call the police, quickly.

Note that the negative form is **had better not**, and in questions the subject comes after **had**:

- He**'d better not** be late again or he'll be in trouble.
- **Had** we **better** get a taxi? (*or* **Should** we get …?)

Exercises

20.1 **Complete these sentences with should / ought to + infinitive (active), should / ought to be + past participle (passive), or should / ought to have + past participle using each of the verbs from the box once only.** A & B

answer	arrive	be	go	put	remove	resign	send	wear	win

1 Thomas is running so well at the moment that he ..... the 800 metres easily.
2 Where ..... the cheese? In the fridge?
3 The tickets ..... a couple of weeks before we go on holiday.
4 Payment for the full amount ..... with this application form.
5 All packaging ..... before switching on the printer for the first time.
6 It's important to look smart at the interview. You ..... a suit.
7 There are many people who think the President ..... years ago.
8 ..... we ..... the questions in English or in French?
9 If you want my advice, I ..... by train rather than car.
10 I can't imagine what's happened to Vita. She ..... here by now.

20.2 **In which sentences can you use should or must and in which can you only use must? Where both are possible, consider the difference between should and must.** A

1 A timetable ..... be set for withdrawing the army.
2 Lev isn't home yet. He ..... have been held up at work.
3 A: I wonder how old Louis is?
B: Well, he went to school with my mother, so he ..... be well over 50.
4 If you smell gas, you ..... phone the emergency number.
5 You ..... try to visit Nepal – it's a beautiful country.
6 A: I know I'm always complaining that my house is small, but it's very convenient for work.
B: Yes, it ..... be handy living so close to your office.

20.3 **If necessary correct these conversations using should / ought to, must, shall, or had better, or write ✓.** A, C & D

1 A: There's something wrong with David's computer yet again.
B: He should wish he'd never bought it.
2 A: The next meeting's on 3rd April.
B: I'd better make a note of that, or I'll forget.
3 A: It's hard to keep fit when you have a desk job, isn't it?
B: Yes. I shall do more exercise, but I never seem to have time.
4 A: The children from next door have been throwing stones at our windows.
B: Well, they shouldn't do it again, otherwise I'll call the police.
5 A: I'm freezing.
B: You'd better have worn a thicker coat.
6 A: Businesses had better not be allowed to give money to political parties.
B: I totally agree.
7 A: When have we got to be in Bristol?
B: By four. I think we'd better get started.
8 A: Do you want to go out for lunch?
B: Well, I should be revising for my maths exam … but okay.
9 A: I've looked all over the house and can't find the keys.
B: Well, if they're not here, they must still be in the car.
10 A: It's so expensive to park here.
B: Yes, I don't think people had better pay to park at work at all.

→ Additional exercise 5 (page 237)

Unit 21

Linking verbs: **be**, **appear**, **seem**; **become**, **get**, etc.

A

When an adjective or noun phrase is used after a verb to describe the subject or say what or who the subject is, the adjective or noun phrase is a *complement* and the verb is a *linking verb*:

- Clara **is** *a doctor*.
- My cat's **getting** *old*
- She **seemed** *unable to concentrate*.

Other linking verbs:
'being' linking verbs: e.g. **be, keep, prove, remain, stay**
'becoming' linking verbs: e.g. **become, come, end up, get, grow, turn out**
'seeming' linking verbs: e.g. **appear, look, seem, sound**

Most of these verbs can be followed by either an adjective or noun phrase (e.g. It **sounds nice** / **a nice place**).

When they are used as linking verbs, **come** and **grow** (e.g. **come to know**, **grow thoughtful**) can't be followed by a noun phrase.

Keep is only followed by a noun if an adjective follows it (e.g. It **kept him awake**).

B

After the verbs **appear** (= seems true), **look** (= seem), **prove**, **seem**, and **turn out** we can often either include or omit **to be**:

- The room **appears** (**to be**) *brighter* than when I last saw it.

However, following these verbs **to be** is usually included before the adjectives **alive**, **alone**, **asleep**, and **awake**, and before the **-ing** forms of verbs:

- I didn't go in because **she appeared to be** *asleep*. (*not* … she appeared asleep.)

Before a noun we include **to be** when the noun tells us what the subject is, but often leave it out when we give our opinion of the person or thing in the subject. We leave out **to be** in formal English. Compare:

- He walked into what **seemed to be** *a cave*. (*not* … what seemed a cave.) *and*
- She **seems** (**to be**) *a very efficient salesperson*.

C

We use the linking verb **become** to describe a process of change. A number of other linking verbs can be used instead of **become**, including **come**, **get**, **go**, **grow**, **turn** (**into**).

We use **get** rather than **become**: in informal speech and writing before some adjectives including **difficult**, **ill**, **interested**, **pregnant**, and **worried**; in imperatives; and in phrases such as **get changed** (clothes), **get dressed**, **get married** / **divorced**:

- I first **got** *suspicious* when he looked into all the cars. (*more formally* … **became** *suspicious* …)
- *Don't* **get** *upset* about it!
- Where did you live before you **got** *married*?

We prefer **become** for a more abstract or technical process of change:

- He **became** *recognised* as an expert.
- Their bodies **have become** *adapted* to high altitudes.

Also with: **apparent, aware, convinced, infected, irrelevant, obvious**

We use **become**, not **get**, if there is a noun phrase after the linking verb:

- Dr Morales **became** *an adviser* to the government.

D

We use **go** or **turn**, not usually **get** or **become**, when we talk about colours changing:

- The traffic lights **turned** / **went** *green* and I pulled away.

We often use **go** to talk about changes, particularly for unwanted situations. For example:

go deaf / **blind** / **bald**; **go mad** / **crazy** / **wild**; **go bad** / **off** / **mouldy** / **rotten**; **go bust**; **go dead**; **go missing**; **go wrong**.
But note: **get ill**, **get old**, **get tired**.

- The company **went bust** and had to close.
- My computer's **gone wrong** again.
- Some people **get ill** very easily.

After the verbs **come**, **get**, and **grow** (but not after **become**) we can use a **to-infinitive**. **Come** and **grow** are often used to talk about gradual change:

- I eventually **came** / **grew** *to appreciate* his work. (*not* … became to appreciate his work.)

Exercises

21.1 **Put brackets around *to be* in these sentences if it can be left out.** B

1 The job turned out to be far easier than I'd expected.
2 When I looked through the window, Ella appeared to be alone.
3 What he called his 'little cottage in the country' proved to be a castle.
4 Hassan proved to be an excellent source of information about the town.
5 She appeared to be satisfied with the work I'd done.
6 I've adjusted the aerial and the television seems to be working okay now.
7 When I picked the crab up I thought it was dead, but it turned out to be alive and pinched me.
8 With only five minutes of the match left, Spain look to be heading to victory.
9 A: We've decided to buy a Ford. B: That seems to be a very good choice.
10 He only looked to be about ten years old, but I knew he must be a lot older.

21.2 **Complete the sentences with an appropriate form of *become* or *get*.** C

1 Give me a few minutes to ..... changed, and then I'll be ready to go.
2 The state of the railways ..... a major political issue during the last election campaign.
3 It is widely recognised that people who ..... worried about work suffer more from disturbed sleep.
4 The reasons for my decision will ..... clear at the next meeting.
5 Don't ..... annoyed with me, but I've lost the car keys.
6 I didn't finish the book. I just couldn't ..... interested in it.
7 After the strange events in the house she ..... convinced that it was haunted.
8 I had just ..... divorced when I met Marianne.

21.3 **Complete each sentence with an appropriate form of one of the verbs in brackets and a word or phrase from the box.** D

~~berserk~~ **blind** **bust** **dead** **to know** **to like** **red** **tired**

1 I was at a zoo once when an elephant ..... went berserk ..... and attacked its keeper. (*go / turn*)
2 A few seconds later, the line ..... and Marc put down the handset. (*go / turn*)
3 After the spider bit Rachel, her ankle ..... and started to swell up. (*go / get*)
4 He's actually quite friendly when you ..... him. (*become / get*)
5 I'll take over driving when you ..... . (*get / go*)
6 We soon ..... each other and have been great friends ever since. (*become / come*)
7 The doctor told me that without immediate treatment I might ..... . (*go / turn*)
8 The company ..... when the bank wouldn't lend it any more money. (*go / get*)

21.4 **If necessary, correct the italicised parts of this blog.** A–D



The morning we were going on holiday everything seemed to (1) *turn wrong*. The taxi was due at 8:00 to take us to the airport. When I looked in on Adam at 7:00 he (2) *seemed awake*, so I went downstairs to make breakfast. When I opened the fridge I found that the milk (3) *had gone off*, so we couldn't have breakfast. Then Adam (4) *seemed taking* a long time to come down, so at 7:30 I went back upstairs and he still (5) *hadn't become dressed*. He said he wasn't feeling well, but I just shouted, 'You can't (6) *get ill* when we're going on holiday!' After that the keys to the luggage (7) *got missing*, but Adam eventually found them in his jacket pocket. By 8:30 the taxi hadn't arrived and I was starting (8) *to become worried*. It was (9) *getting obvious* that we were going to miss our plane if we didn't leave soon. But just then the taxi arrived and we made it to the airport with minutes to spare. Surprisingly, after such a bad start, it (10) *turned out to be* an excellent holiday.

Unit 22

Using passives

A

We typically use a passive rather than an active in the following situations.

Reminder ➜ Section D & Appendix 2

☆ Using a passive allows us to omit the agent (= the subject of the corresponding active sentence) by leaving out the prepositional phrase with **by**. We prefer passives when the agent:

– is not known: ○ My office **was broken into** when I was on holiday.
– is 'people in general': ○ An order form **can be found** on page 2.
– is unimportant: ○ He **is thought** to be somewhere in Russia.
– is obvious: ○ She **is being treated** in hospital. (the agent is clearly 'medical staff')

☆ In factual writing (e.g. describing procedures or processes) we often omit the agent, and use passives:

○ Nuclear waste will still be radioactive even after 20,000 years, so it **must be disposed of** very carefully. It **can be stored** as a liquid in stainless-steel containers which **are encased** in concrete. The most dangerous nuclear waste **can be turned** into glass which **will be stored** in deep underground mines.

☆ In informal contexts, particularly in conversation, we often use active sentences with a subject such as **people**, **somebody / someone**, **something**, **they**, **we,** or **you** even when we do not know who the agent is. In more formal contexts, we often prefer to use a passive so that we can avoid any mention of an agent. Compare:

○ **They're installing** the new computer system next month. *and*
○ The new computer system **is being installed** next month. (*more formal*)

B

Note also that some verbs have related nouns which express the same meaning. These nouns can be used as the subject of passive sentences, with a new passive verb introduced. Compare the example above and:

○ The **installation** of the new computer system **will be completed** by next month.

C

In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and a comment on that topic at the end. Choosing the passive often allows us to do this. Compare these two texts and note where the topic (in *italics*) is placed in the second sentence of each. The second text uses a passive where the emphasis is on the (safety) valves:

○ The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured *all the valves*.
○ The three machines tested for the report contained different types of safety valve. *All the valves* were manufactured by the Boron Group in Germany.

Using the passive allows us to put long subjects at the end of a sentence. So, for example:

○ **I was surprised** by Dev's decision to give up his job and move to Sydney.

is more natural than '*Dev's decision to give up his job and move to Sydney* surprised me', although the choice can depend on considerations of style and context.

D

Instead of making a **that-clause** the subject of a passive sentence, it is normal to use an **it-clause** (see also Unit 25):

○ Everybody **believed** (that) the plan would fail. (*active*)
○ **It was believed** that the plan would fail. (*passive*) *is more natural than*
○ *That the plan would fail* **was believed** by everybody.

Exercises

22.1 **Write passive sentences about the development of an Olympic Games site starting with the italicised words.** A & Appendix 2

1 They built *the main stadium* in under three years.
The main stadium was built in under three years.

2 They have designed *the main stadium* to accommodate many different sports.

3 They will take down *the temporary stands* after the Games.

4 They will have completed *the basketball arena* by the end of May.



5 They are holding *the rowing competition* on the River Nene.

6 They had completed *the athletics track* only a year after the city got the Olympics.

7 They were using *the handball venue* as a warehouse until a year ago.

8 They should have finished *the badminton arena* by now.

22.2 **Rewrite these sentences beginning with a noun formed from the italicised verb (with the if necessary). Use a passive form of the verb in brackets, and make any other necessary changes.** B

1 They will *consider* the issue at next week's meeting. (*give*)
Consideration will be given to the issue at next week's meeting.
2 They will *appoint* a new managing director next week. (*make*)
3 People have *accused* the local council of corruption. (*make*)
4 They *demolished* the building in only two days. (*complete*)
5 They will *present* the trophy after the speeches. (*make*)
6 Local residents will certainly *resist* the proposed new industrial area. (*expect*)

22.3 **Complete the text with appropriate forms (active or passive) of the verbs in brackets.** A–D

Slowly but surely the coastline of Britain (1) is being worn away (*wear away*) by an advancing sea. The country which once 'ruled the waves' now (2) ..... (*rule*) by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) ..... (*disappear*), and experts (4) ..... (*fear*) that this is just the beginning. It (5) ..... (*estimate*) that there will be a 38–55 cm rise in average sea levels by the year 2100. According to the Department of the Environment, during the next 50 years at least 10,000 hectares of farmland (6) ..... (*turn into*) mud flats and salt marshes by the increases in sea levels. Rather than trying to prevent the erosion, the present government (7) ..... (*use*) a method of 'managed retreat' by creating new defences further inland and allowing low-lying coastal farmland (8) ..... (*abandon*) to the sea. However, many of the country's major cities could also (9) ..... (*affect*). London, Bristol and Cardiff all (10) ..... (*expect*) severe flooding as our sea defences (11) ..... (*destroy*) by the rising tides.

→ Additional exercise 6 (page 238)

Unit 23

Forming passive sentences : objects, complements and multi-word verbs

A

Verbs such as **give** take both a direct object (DO) and an indirect object (IO) in two patterns: **V + IO + DO** or **V + DO + preposition + IO**. These verbs have two corresponding passives:

Reminder ➜ Section D & Appendix 2

active **V + IO + DO** / **V + DO + prep + IO**	passive
Alice gave us that vase. ✓	We were given that vase (by Alice). ✓
Alice gave that vase to us. ✓	That vase was given (to) us (by Alice). ✓

Also: **award, hand, lend, offer, send, throw** (= 'giving' verbs); **ask, read, teach** (= 'telling' verbs)

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see Appendix 2), this follows **by** at the end of the clause. Note that in informal contexts 'to' can be left out in the second passive pattern.

Verbs that can't be followed by **IO + DO** in the active must use **preposition + IO** in the passive:

active **V + DO + prep + IO**	passive
~~He explained me the problem.~~ ✗ He explained the problem to me. ✓	~~I was explained the problem.~~ ✗ The problem was explained to me. ✓

Also: **announce, demonstrate, describe, introduce, mention, propose, report, suggest** (= 'reporting' verbs)

B

Verbs followed by **object + complement** in the active have one passive form:

active **V + object + complement**	passive
They elected her president.	She was elected president.

Also: **appoint, declare, make, nominate, vote** (to do with giving a particular position); **call, name** (= 'naming' verbs)

C

Some verbs that are followed by **object + bare infinitive** (= an infinitive without 'to') in the active are followed by a **to-infinitive** in the passive:

active **V + object + bare infinitive**	passive
They have made him return the money.	He has been made to return the money.

Also: **feel, hear, help** (*also* + object + **to-infinitive**), **observe, see** (see also Unit 23A)

D

Transitive multi-word verbs (see also Unit 94)

Some have passive forms:

active	passive
Ella **looked after** him.	He was looked after (by Ella).

Also: **carry out** (= put into practice), deprive of, **disapprove of, fence off, hold over** (= delay), look up to, phase out, prevent from, **talk down to** (= patronise)

Some are not used in the passive:

active	no passive
We **came up against** a problem.	~~A problem was come up against.~~ ✗

Also: **brush up on** (= revise), **cast (your mind) back** (= try to remember), **get (something) down** (= write), **take after** (= resemble)

Some can be only used in the passive with certain senses:

active	passive
They **put out** the fire. I **put out** a hand to steady myself.	The fire was put out. ~~A hand was put out to steady myself.~~ ✗

Also: (passive possible meaning / no passive meaning): **call (someone) up** (order to join the army / telephone); **call (someone) back** (ask to return / telephone); **let in** (allow into a place / allow rain, etc. in); **let out** (allow to leave / let out a sound)

Exercises

23.1 **Rewrite the sentences using one or, if possible, two passive forms. Look carefully at the tense.** A

1 Someone handed me a note. I was handed a note. / A note was handed to me.
2 Someone offered her a second-hand bicycle.
3 Someone has proposed improvements to the developers.
4 Someone suggested some interesting changes to me.
5 Someone awarded him a prize.
6 Someone will announce the President's arrival to the waiting journalists.
7 Someone had mentioned the password to the thieves.
8 Someone has lent me some skis.
9 Someone is sending me a lot of spam emails.
10 Someone is going to explain the changes to the students.

23.2 **Complete each first sentence with a suitable form of a verb from the box. Then complete the second sentence using the same verb and the passive.** A, B & C

appoint **declare** **demonstrate** ~~**help**~~ **introduce** **see**

1 People helped Rob to his feet after the accident.
Rob was helped to his feet after the accident.
2 Tony ..... me to Mrs Rossi at his birthday party. I .....
.....
3 Has anyone ..... Chris this morning? Has Chris .....
.....?
4 They ..... Sven Larsen Regional Sales Director for Scandinavia.
Sven Larsen .....
5 I am certain that Sarah ..... her suitability as company director to those who still have any doubt. I am certain that Sarah's suitability as company director .....
.....
6 They ..... Alan Watson winner of the election after a recount.
Alan Watson .....

23.3 **If possible, rewrite each sentence using a passive form of the italicised multi-word verb. If not, write 'No passive'.** D

1 Children often *look up to* strict teachers.
Strict teachers are often looked up to by children.
2 The company *phased out* the product over a period of three years.
.....
3 The students *got* the information *down* as fast as they could.
.....
4 The decision has *deprived* many people *of* the right to vote.
.....
5 People often *brush up on* a foreign language just before a holiday.
.....
6 Ben *called* Mrs Patel *back* as soon as he got home.
.....
7 The chairperson *held over* the last two items until the next committee meeting.
.....
8 The farmer *prevented* walkers *from* crossing the field after he *fenced* it *off*.
.....

→ Additional exercise 6 (page 238)

Unit 24

Forming passive sentences: verb + **-ing** or **to-infinitive**

A Active patterns with verb + -ing

Verbs followed by **object** + **-ing** in the active are made passive with '**be**' + **past participle** + **-ing**:

- They **saw** *the monkey* **climbing** over the fence. (= active)
- *The monkey* **was seen climbing** over the fence. (= passive)

Also: **bring**, **catch**, **hear**, **find**, **keep**, **leave**, **notice**, **observe**, **send**, **show**

B

Some verbs that can be followed by an **-ing** form can be used with a passive form **being** + **past participle**:

- I really **love being given** presents.
- The children **enjoyed being taken** to the zoo.

Also: **avoid, deny, describe, dislike, face, hate, (not) imagine, like, remember**, **report**, **resent**

C

Verbs which in the active are followed by an object consisting of a noun phrase and **-ing clause** usually have no passive:

- I dread **him** (*or* **his**) **finding out**. (*but not* He is dreaded finding out)

Also: **anticipate, appreciate, dislike, forget, hate, imagine, like, (not) mind**, **recall**, **remember**

D Active patterns with verb + to-infinitive

The active pattern **verb** + **object** + **to-infinitive** is made passive with '**be**' + **past participle** + **to-infinitive**. Compare:

- Mr Wang **has taught** *Peter* **to sing** for years. *and*
- Peter **has been taught to sing** (by Mr Wang) for years.

Also: **advise**, **allow**, **ask**, **believe**, **consider**, **expect**, **feel**, **instruct**, **mean**, **order**, **require**, **tell**, **understand**

Note that in some contexts it is possible to make both verbs passive:

- Changes to the taxation system **are expected to be proposed**. (*compare the active* We **expect** the government **to propose** changes to the taxation system.)

Some verbs followed by an **object + to-infinitive** in the active have no passive:

- Susan **liked Karl to be** there. (*but not* Karl was liked to be there.)

Also: (**can't**) **bear**, **hate**, **love**, **need**, **prefer**, **want**, **wish** (= 'liking' and 'wanting' verbs)

E

The active pattern **verb** + **to-infinitive** + **object** is made passive with **verb** + **to be** + **past participle**. Compare:

- Supermarkets **started to sell** *fresh pasta* only in the 1990s. *and*
- *Fresh pasta* **started to be sold** by supermarkets only in the 1990s.

Some verbs have corresponding meanings in the active and passive. Compare:

- People have come to see organic food as something only the wealthy eat. (active) *corresponds to*
- Organic food has come to be seen as something only the wealthy eat. (passive)

Also: appear, begin, continue, seem, start, tend

The meaning of some other verbs does not correspond. Compare:

- Petra wanted to help me. (active) *does not correspond to*
- I wanted to be helped by Petra. (passive)

Also: agree, aim, arrange, attempt, hope, refuse

Exercises

24.1 **Complete each sentence using one pair of verbs from the box. Use either was / were + past participle + -ing or past simple + being + past participle.** A & B

avoid – take	deny – involve	face – expel	find – wander	~~keep – wait~~
leave – hold	observe – hide	remember – bite	resent – give	send – tumble

1 Inger was kept waiting for over three hours when she went for her dental appointment.
2 When the police first questioned him, Wayne ..... in the robbery.
3 I ..... the baby while Karen went to answer the door.
4 When I woke up in hospital, I ..... by the snake but nothing after that.
5 They ..... prisoner by pretending to be dead.
6 The man ..... a suspicious package under a seat in the train.
7 When the bike hit her, Ana ..... to the ground.
8 Two teenagers yesterday ..... from school after they were found with over a hundred stolen mobile phones.
9 The man was taken to hospital when he ..... lost and alone in the forest.
10 Tarik had worked in the company for 30 years and he rather ..... orders by people who had been there only weeks.

24.2 **Rewrite the sentences using one pair of words from the box. Use passive forms with past participle + -ing, past participle + to-infinitive, or past simple + being + past participle.** A–D

~~ask – show~~	catch – shoplift	expect – attract	hear – argue
hate – tease	mind – criticise	observe – enter	require – complete

1 They wanted us to show our passports at the border.
We were asked to show our passports at the border.
2 They could hear Emil and Laura shouting at each other next door.
Emil and Laura .....
3 The other children made Ollie unhappy when they teased him.
Ollie .....
4 They saw the burglar getting into the museum through a window.
The burglar .....
5 They think that over 20,000 people will go to the pop concert.
The pop concert .....
6 They criticised her but she wasn't unhappy about it.
She .....
7 They said I had to fill in two copies of the customs declaration.
I .....
8 They caught Mrs Dee taking things from the shop.
Mrs Dee .....

24.3 **Make sentences including passives, beginning with the italicised word(s).** E

1 Kay's questions began to irritate *Marco*.
Marco began to be irritated by Kay's questions. (corresponding meaning)
2 The team captain hopes to select *Omar*.
3 Alastair arranged to take *Kathy* to the station.
4 Critics have come to recognise *Galdós* as one of Spain's greatest novelists.
5 The south coast continues to attract *holidaymakers*.
6 Harris has agreed to interview *the Finance Minister*.

Do the sentences you have written have a corresponding meaning to the original, or a different meaning? Look carefully at the tense in the sentences given.

→ Additional exercise 6 (page 238)

Unit 25

Reporting with passives; **It is said that …**

A

We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported:

- People in the area **have been told** that they should stay indoors.
- Everyone **was asked** to bring some food to the party.

B

Another common way of reporting what is said by an unspecified group of people is to use **it + passive verb + that-clause** (see Unit 33 for more on **that-clauses**). Using this pattern allows us to put important information at the end of the sentence (see Units 22C and 22D):

- **It is reported** *that* the damage is extensive. (*compare* The damage is extensive, according to government sources.)
- **It was decided** *that* the meeting should be cancelled. (*or* It was decided to cancel the meeting.)

Also: **allege, announce, assume, believe, calculate, claim, consider, demonstrate, discover, establish, estimate, expect, feel, find, know, mention, recommend, reveal, say, show, suggest, suppose, think, understand**
These verbs can also be followed by a **to-infinitive clause**: agree, decide, hope, intend, plan, propose

Note that many other verbs connected with reporting are *not* used with **it + passive verb + that-clause**, but can be used as in **A:**

- We **have been informed** that we have to leave. (*but not* It has informed us …)

Also: **encourage, persuade, reassure, remind, tell, warn**

These verbs need a personal object before the **that-clause** in an active form (e.g. They have informed **us** that …)

C

An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive** if we want the subject to be the topic of the sentence (see Unit 22C). Compare:

- **It is reported** *that* the damage is extensive. *and*
- **The damage is reported** *to be* extensive.

Most of the verbs listed in the first white box in **B** can also be used in this pattern except for **announce**, **decide**, **mention**, **propose**, **recommend**, **suggest**.

We can only use **tell** in this pattern when it means 'order'. So we can say:

- **I was told** (= ordered) **to go** with them to the railway station.

but not 'The accident was told (= said) to have happened just after midnight'.

D

With some verbs we can also use **it + passive verb + wh-clause** to report information given or found out:

- **It has now been revealed** *who* was responsible for the accident.
- The decision to build the bridge was taken before **it was established** *whether* it was actually needed.

Also: **discover, explain, find, know, reveal, show, understand**

E

When a **that-clause** begins **that + there** …, we can make a corresponding passive form **there + passive verb to be** (present) / to **have been** (past). Compare:

- **It is thought (that) there are** / were too many obstacles to peace. *and*
- **There are thought to be** / to **have been** too many obstacles to peace.

We can use the same verbs in this pattern as with **subject + passive verb + to-infinitive** (see **C**).

Exercises

25.1 **Which of the verbs in brackets can complete the sentence? Underline one or both.** B & D

1 It was ..... to hold new negotiations next month. (*agreed / announced*)
2 It has been ..... that the crash was the result of pilot error. (*proposed / shown*)
3 It was ..... that Mrs Ho would chair the meeting. (*hoped / explained*)
4 It has been ..... to appoint Dr Ahmadi as head teacher. (*decided / suggested*)
5 It has not yet been ..... who was responsible for the error. (*claimed / explained*)
6 It has now been ..... that half of cancer cases are lifestyle-related. (*established / revealed*)
7 It is ..... to create 500 more jobs in the factory. (*expected / intended*)
8 It is ..... to close the library permanently from next April. (*planned / recommended*)
9 It is ..... that another moon landing will take place next year. (*assumed / thought*)
10 It has been ..... how spiders are able to travel across the sea. (*discovered / said*)

25.2 **If possible, rewrite these newspaper headlines as passive sentences with it. If not, write ✗.** A & B

1 AGREEMENT THAT UN WILL SEND IN TROOPS
It has been agreed that the UN will send in troops.
2 PATIENTS REASSURED ABOUT HOSPITAL SAFETY
3 WATER DISCOVERED ON MARS
4 TERRORISTS BELIEVED TO BE OPERATING IN BERLIN
5 MOON ASTRONAUTS EXPECTED TO RETURN TODAY
6 EX-PRESIDENT JULIUS REVEALED AS SPY
7 WARNING GIVEN ABOUT COMPUTER VIRUS
8 KING SAID TO BE MAKING GOOD RECOVERY
9 RESTAURANT ESTABLISHED AS SOURCE OF FOOD POISONING OUTBREAK
10 POLICE TOLD TO WORK LONGER HOURS

25.3 **Write two new sentences for each numbered sentence below, using it + passive verb + that-clause in one sentence and subject + passive verb + to-infinitive in the other. (The second pattern may not always be possible.)** C



(1) We have discovered that a mechanical fault caused the problem. (2) We don't think that the fault is serious. (3) We expect that it will take several weeks to correct the fault. (4) We have decided to postpone the next rocket launch, and (5) we suggest that the next launch should take place in May.

1 *It has been discovered that a mechanical fault caused the problem. / A mechanical fault was discovered to have caused the problem.*

→ Additional exercise 6 (page 238)

Unit 26

Wh-questions with who, whom, which, how and whose

A

Who refers to people, and can be used as subject, object or complement: Reminder → Section E

- **Who** owns that car?
- **Who** did you meet?
- **Who** was her father?

Whom is used as a formal alternative to **who** as object, and also directly after prepositions:

- **Whom** did you meet?
- **To whom** were you talking?

Which is used to refer to people or things when we want to identify one of a group:

- '**Which** is your brother?' 'The one next to Luka.' (talking about a photograph)

and we can use **which** instead of **who** to talk about particular classes of people:

- **Which** do you think earns more, a teacher or a police officer? (*or* **Who** do you think …?)

B

We usually use **which**, rather than **who** or **what**, in questions before **one**(**s**) and **of**, as **which** is commonly used to ask or talk about a choice between one or more things:

- I've decided to buy one of these jumpers. **Which** *one* do you think I should choose?
- **Which** *of* you would like to go first? (*rather than* Who of …?)

C

When we use **who** or **what** as *subjects*, the verb that follows is usually singular, even if a plural answer is expected:

- **What** *is* there to see in the town? (expects an answer giving a number of things to see; *not* What are there to see in the town?)

However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by **and**:

- 'Mr Almeida and his family are here to see you.' '**Who** *are* here?' (*or* **Who**'*s* here?)

and when **who** and **what** function as *complements*:

- **Who** *are* those people over there?
- **What** *are* the consequences of the decision?

D

How or what?

How	What
How was the journey? (asking a general opinion)	**What** was the journey **like**? (asking a general opinion)
How is your brother? (asking about general health)	**What** do you **like about** the job? (asking for details)
How do you like your coffee? (asking about food and drink preferences)	**What if** your plan doesn't work? (asking about consequences)
	What's it **called**? (asking about a name)

How / What (about)

- **How / What about** a swim? (making a suggestion)
- 'He's a bit scary sometimes.' '**How / What** do you mean?' (asking for more information)

E

We can use **whose** to ask about the person that owns or is responsible for something. **Whose** can be used either before a verb (as a pronoun):

- **Whose** *are* these boots?

or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:

- **Whose** *boots* are these?
- She asked me **whose** *coat* I was wearing.

In formal contexts we can use a preposition before **whose** (see also Unit 55B):

- *In* **whose** desk was it found? (*less formally* **Whose** desk was it found *in*?)

However, in questions without a verb a preposition comes before **whose**:

- 'We're meeting at nine.' '*In* **whose** house?' (*not* Whose house in?)

Exercises

26.1 **Underline the correct option (or both if possible).** A & B

1 To *whom* / *who* should the documents be sent?
2 *Which* / *Who* of you is Dr Hansen? I have a message for you.
3 A: Here's a photo of our children at the fancy dress party. B: *Who* / *Which* is Isabella?
4 A: Is your sister at home? B: *What* / *Which* one do you want to speak to?
5 *Whom* / *Who* do you hold responsible for the damage?
6 *Who* / *Which* will captain the team if Zeinab isn't available?
7 *Which* / *Who* would you rather be – a doctor or a vet?
8 *Who* / *Whom* translated the book?

26.2 **Complete the sentences with an appropriate present simple form of the verbs in brackets.** C

1 What ..... those cakes made from? (*be*)
2 Who ..... you for Maths and English? (*teach*)
3 What ..... there to see on the island? (*be*)
4 Who ..... the major decisions in the company? (*make*)
5 A: The Turners are in France. B: Who ..... in France? (*be*)
6 Who ..... their textbook with them? Put your hands up. (*have*)

26.3 **First, complete the sentences with how, what, or how / what if both are possible. Then choose an appropriate answer for each question.** D

1 '*What* ..... do you like about your new job?' [g]
2 '..... if Omar calls while you're out?' [ ]
3 '..... about a coffee?' [ ]
4 '..... are your parents these days?' [ ]
5 '.....'s your boss like?' [ ]
6 '..... do you like your new job?' [ ]
7 '..... was the camping trip?' [ ]
8 '.....'s your boss called?' [ ]
9 '..... do you mean, "Smart clothes"?' [ ]
10 '..... was the camping trip like?' [ ]

a 'It's really boring.'
b 'I'd love one.'
c 'I mean you've got to wear a suit.'
d 'Tell him I'll call back.'
e 'It was great.'
f 'Lucía García.'
~~g 'It's never boring.'~~
h 'Quite well, thanks.'
i 'We had an excellent time.'
j 'She works us really hard.'

26.4 **Correct any mistakes in the italicised words or, if necessary, suggest ways of making the sentence more natural. If the sentence is already correct, write ✓.** B, C & E

1 *Who's* caravan were you staying in? .....
2 *Whose are* all these books? .....
3 He asked us *who's* car was parked in front of his house. .....
4 A: *Who live* in the flat upstairs? B: The Thompson family. .....
5 *Whose* going with you to Canada? .....
6 *About whose* travels in Nepal did Liam Wilson write a book? .....
7 *What* one of the following statements is true? .....
8 *Who* of us has not told a lie at some time in our lives? .....
9 A: Can you post the books to us? B: *Whose address to?* .....
10 A: Ants have got into the fridge! B: *What has* got into the fridge? .....

Unit 27

Negative questions; echo questions; questions with **that-clauses**

A Negative questions

Reminder → E5– E7

We usually make a negative **yes** / **no** or **wh-question** with an auxiliary verb (*have*, *did*, *would*, etc.) + **-n't** to suggest, persuade, criticise, etc.

- **Wouldn't** it be better to go tomorrow?
- Why **don't** we go out for a meal?

In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use **not** after the subject in negative questions. This happens particularly in **yes** / **no** rather than **wh-questions**:

- **Did** *she* **not** realise that she'd broken it? (*more emphatic than* **Didn't** *she* realise that …?)
- **Can** *you* **not** get there a bit earlier? (*more emphatic than* **Can't** *you* …?)

B

We sometimes use negative words instead of **-n't** such as **never**, **no**, **nobody**, **nothing**, **nowhere**:

- Why do you **never** help?
- Have you **nowhere** to go? (*or* Do you have **nowhere** to go?)

or less emphatically or more informally:

- Why do**n't** you ever help?
- Have**n't** you got anywhere to go? (*or* Do**n't** you have anywhere …?)

C

We can make a suggestion with **Why not** + **bare infinitive** or **Why don't / doesn't + subject + bare infinitive** (*but not* Why do not / does not …):

- **Why not** *decorate* the house yourself? (*or* **Why don't** you decorate …?)

Why didn't … isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone:

- **Why didn't** you tell me that in the first place? (I'm annoyed that you didn't)

D

We use negative question forms with falling intonation for exclamations when we expect agreement:

- Have**n't** you grown!
- Does**n't** she look lovely!
- Did**n't** it snow a lot!

E Echo questions

Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said:

- 'Tala's lost her job.' 'Tala's lost her job?'

or focus on part of what was said using a stressed **wh-word** or a phrase with **how**:

- 'Leon's arriving at 6:30.' '**When's** Leon arriving? / Leon's arriving **when**?'
- 'We paid £3,000 for the painting.' '**How much** did you pay? / You paid **how much**?'

We can use **what** or **do + what** to focus on the verb or part of the sentence beginning with the verb:

- 'We paid £3,000 for the painting.' 'You **what**?' (*or* 'You **did what**?')
- 'I think she's having a sleep.' 'She's **what**?' (*or* 'She's **doing what**?')

F Questions with that-clauses

A **wh-question** can refer to a following **that-clause**, particularly after verbs such as **expect**, **hope**, **reckon**, **say**, **suggest**, **suppose**, and **think**. We can leave out **that** in these questions:

- **When** do you *reckon* (that) you'll finish the job?

However, when the **wh-word** is the subject, object or complement of the verb in the subordinate clause, we do not use **that**:

- **What** did you *think* was in the box? (*not* What did you think that was in the box?)

Exercises

27.1 **Write negative questions for B in these dialogues, using -n't with the words in brackets.** A

1 A: Can you lend me €10?
B: Again? Haven't you got any money left? (… *money left?*)
2 A: I'm annoyed that you didn't come to the meeting.
B: Why? ..... (… *my email / on holiday?*)
3 A: I've had to bring the children with me.
B: Why? ..... (… *babysitter?*)
4 A: I'll just finish my homework before I go to school.
B: But ..... (… *be supposed to / last night?*)
5 A: I've put my bike in the sitting room.
B: The sitting room! ..... (… *outside?*)
6 A: I'm taking the coach to Vienna.
B: But that will take ages. ..... (… *rather / plane?*)

27.2 **Use the notes to complete these dialogues with two negative questions. In the first use -n't; in the second use never, no, nobody, nothing or nowhere.** B

1 (*ever / considered you might / wrong*)
A: Haven't you ever considered you might be wrong? / Have you never considered you might be wrong?
B: No, I'm sure I'm right.
2 (*you / any interest / maths at all*) A: .....?
B: No, I've always hated it.
3 A: I spent the night in the railway station. (*could / find anywhere else / sleep*)
B: .....?
4 (*can / remember anything about / accident*) A: .....
.....?
B: Not after getting into the car, no.
5 (*why / ever do well / exams*) A: .....?
B: Perhaps you don't revise enough.
6 (*there anybody / you can ask / help*) A: .....?
B: I can't think of anyone.'

27.3 **Complete the echo questions using appropriate question words or phrases.** E

1 A: Jake's going to Chile. B: He's going where? / He's doing what? / He's what?
2 A: He's leaving at the end of next week.
B: He's leaving .....?/ He's doing .....?/ He's .....?
3 A: He'll be away for three months. B: He'll be away for .....?/ He'll .....?
4 A: It will cost about £15,000. B: It'll cost .....? / It'll .....?
5 A: He's sold his house to pay for the trip.
B: He's sold .....?/ He's done .....?/ He's .....?
6 A: He's going climbing in the Andes.
B: He's going climbing .....?/ He's doing .....?/ He's .....?

27.4 **If necessary, correct any mistakes in these sentences. Put a tick if they are already correct.** C, D & F

1 A: Mariam isn't answering her phone. B: Why do you not email her?
2 Who do you expect that will read your blog?
3 Why did they suggest that we should avoid using the motorway?
4 Was not it a brilliant film!
5 If she really wants to go rock climbing, why not let her?
6 What did you say that is in these biscuits?
7 How do you think that Twitter will have changed our lives in ten years' time?
8 Why did not you tell me you'd changed your number?

Unit 28

Verbs, objects and complements

A

Some verbs can be either transitive or intransitive, allowing us to focus on either the person or thing performing the action, or the person or thing affected by the action. Compare:

Reminder → F1– F3

- She **closed** *the door*. (transitive) *and* The door **closed**. (intransitive)
- I'**ve ripped** *my shirt*. (transitive) *and* My shirt **has ripped**. (intransitive)

Also: **begin**, **bend**, **break**, **burn**, **change**, **decrease**, **drop**, **finish**, **increase**, **move**, **open**, **shut**, **start**, **vary**, **wake** (most are 'change' verbs)

B

Some transitive verbs don't need an object when the meaning is clear from the context:

- I often **sing** (*songs*) in the shower.
- She **plays** (*the saxophone*) beautifully.

Also: **answer**, **ask**, **change**, **cook**, **dance**, **drink**, **drive**, **eat**, **fail**, **park**, **phone**, **read**, **smoke**, **study**, **wash**, **wash up**, **wave**, **win**, **write**

C

After some verbs we usually add a *complement* – a phrase which completes the meaning of a verb, noun or adjective – which is an adverb or prepositional phrase:

- The disease **originated** *in Britain*. (*not* The disease originated. We need to add something about where or how it originated.)

Other verbs usually have a complement but may not. Compare:

- He **paused** *for a few moments*. *and* He **paused**. (no complement needed)

D

Some verbs are commonly followed by a particular preposition or prepositions and then an object (see also Unit 94):

- We had to **deal with** *hundreds of complaints*. (*not* We had to deal.)
- I'm sure that blue car **belongs to** *Murad*. (*not* I'm sure that blue car belongs.)

Also: **adhere to**, **aspire to**, **culminate in / with**, **detract from**, **differentiate between**, **incline to / towards**, **specialise in**

E

Some verbs are usually followed by an **object + prepositional phrase** complement:

- I always **associate** *pizza with Italy*. (*not* I always associate pizza.)
- She **put** *the report on the floor*. (*not* She put the report.)

Also: **attribute ... to**, **base ... on / upon**, **equate ... with**, **inflict ... on**, **mistake ... for**, **regard ... as / with**, **remind ... of**

F

Some verbs are often followed by an **object + adjective** (or **adjective phrase**) complement:

- The people of this country will **hold** *the government responsible*.
- Conti **pronounced** *herself fit for the match*.

Also: **assume**, **believe**, **consider**, **declare**, **find**, **judge**, **prove**, **report**, **think**.
(The object after **declare**, **find**, **pronounce** and **prove** is usually a reflexive pronoun, e.g. myself, yourself.)

Sentences with an **object + adjective** complement after these verbs are usually rather formal. Adding **to be** after the object or using a **that-clause** can make sentences less formal:

- Dr Adams argues that house prices will fall, but other economists **believe** *the opposite true*. (*or less formally* ... believe the opposite to be true. *or* ... believe that the opposite is true.)

Exercises

28.1 **If it is possible to omit the object (*in italics*) after the underlined verbs, put brackets around it.** B

Aya was (1) reading (*a book*) when the telephone rang. It was Val. She said, 'I called you earlier, but nobody (2) answered *the phone*. Would you like to come over to (3) eat *dinner* tonight with me and Tom? Is eight okay?' Aya (4) thanked *Val* and said that she'd love to come. At about seven Aya started to get ready. She (5) washed *herself* and (6) brushed *her hair*. Then she (7) changed *her clothes* and (8) put on *some makeup*. After that, she (9) drove *her car* to Malstowe, the village where Val and Tom lived. Val was gardening when Aya (10) reached *their house* and she (11) waved *her hand* when she saw Aya. Aya (12) parked *her car* on the drive and walked over to Val. Val said, 'Tom's still (13) cooking *dinner*, so I thought I had time (14) to pick *some flowers*. By the way, my sister Kate is staying with us. She's (15) studying *French* at university, but is on holiday at the moment. I forgot to (16) mention *her* when I spoke to you earlier. I'll (17) introduce *you* when we go inside.' Aya (18) enjoyed *the evening* very much. The food was excellent and they talked a lot about their holiday plans. Aya hoped to go to Canada, but wasn't sure yet that she could (19) afford *it*. Before she left, Aya helped (20) wash up *the dishes*. As she drove home, she decided that she must (21) invite *Val and Tom* for a meal at her house very soon.

28.2 **Complete sentences 1–4 with a correct verb + preposition + noun phrase. Complete 5–8 with a correct verb + noun phrase + preposition.** D & E

Verbs (*Use an appropriate form.*)	Prepositions	Noun phrases
~~aspire~~ attribute base culminate differentiate inflict mistake specialise	between for in in on ~~to~~ to	the black car ~~national leadership~~ his success the discovery of penicillin a surprise defeat fantasy and reality her new novel seafood

1 Electors deserve more from a political party that aspires to national leadership .
2 Years of research by Fleming ..... .
3 This medical condition makes it difficult for some people to ..... .
4 There's a great restaurant by the harbour which ..... .
5 The team of amateur footballers ..... the first division leaders.
6 After Lewis's victory, he ..... the advice of his new trainer.
7 It was dark and raining and she ..... a taxi.
8 Emilia Jakobsen has ..... events that took place in 16th-century Denmark.

28.3 **Complete these sentences with any appropriate adjective.** F

1 The scientific evidence proved him guilty .
2 She declared herself ..... with the result.
3 They considered the food ..... .
4 I'm surprised the plumber hasn't turned up. I've always found him ..... .
5 We believed her ..... at school.

Now write less formal versions using either to be after the object or a that-clause.

1 The scientific evidence proved him *to be guilty*. / The scientific evidence *proved that he was guilty*.

Unit 29

Verb + two objects

A

Some verbs can be followed by two objects. Usually the first object (= the *indirect object* (IO)) is a person or group of people and the second object (= the *direct object* (DO)) is a thing:

- Can you **bring** *me* (= IO) *some milk* (= DO) from the shops?
- He **made** *himself* (= IO) *a cup of coffee*. (= DO).

Many verbs that can have two objects may also be used with a DO only (e.g. I read a story). With many verbs that can have two objects, it is possible to reverse the order of the objects if we put **for** or **to** before the IO (this is then called a *prepositional object*). Compare:

- I **built** my daughter a doll's house. *and* I **built** a doll's house **for** my daughter.
- Can you **pass** me that bandage? *and* Can you **pass** that bandage **to** me?

Other verbs with ***for + object***: **book, buy, catch, choose, cook, fetch, find, get, make, order, pour, save**

Other verbs with ***to + object***: **award, give, hand, lend, offer, owe, show, teach, tell, throw**

We often use this pattern if we want to focus particular attention on the object after **for** / **to**. We also use it if the IO is a lot longer than the DO:

- Jasmin taught music **to** a large number of children at the school. (*not* Jasmin taught a large number of children at the school music.)

If the DO is a pronoun, a pattern with **DO + preposition + IO** is usual. Patterns without a preposition are avoided because they are considered to be bad style:

- I gave them **to** Isa. (*rather than* I gave Isa them. / I gave them Isa.)
- We bought it **for** them. (*rather than* We bought them it. / We bought it them.)

B

Some verbs can be used with either **for** or **to**. Often there is a difference in meaning: **to** suggests that there is a transfer of something to someone, and **for** suggests that someone benefits from something. Compare:

- I hadn't got time to visit Mira, so I **wrote** a letter **to** her. *and*
- Mira had broken her wrist, so I **wrote** a letter **for** her.

Also: **bring, leave, pay, play, post, read, sell, send, sing, take**

Sometimes, however, the meaning is very similar:

- He **played** the piece **to** (*or* **for**) me.
- Can you **sing** that song again **to** (*or* **for**) us?

Note that when **object + object** is used after these verbs it usually has a similar meaning to the verb with **object + to + object**. For example:

- I sold him the car. (*means* I sold the car **to** him, *not* I sold the car **for** him.)

C

Some verbs that are followed by two objects cannot have their objects reversed with **for** / **to**:

- We all **envied** him his lifestyle. (*but not* We all envied his lifestyle for / to him.)

Also: **allow, ask, cost, deny, forgive, guarantee, permit, refuse**

D

Some verbs, such as **describe** and **fix**, can *only* have a second object if this is a prepositional object –

☆ with **to** (see also Unit 23A). Compare:

- She **described** the situation (**to** me). (*but not* She described me the situation.) *and*
- She **told** this joke (**to** me). *or* She **told** me this joke.

Also: **admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest**

☆ with **for.** Compare:

- He **fixed** the tap (**for** me). (*but not* He fixed me the tap.) *and*
- I **booked** a room (**for** her). *or* I **booked** her a room.

Also: **collect, mend, repair**

Exercises

29.1 **Complete each sentence with a suitable form of a verb from the box and insert to or for in an appropriate place. Write to / for if either can be used.** A & B

choose	offer	pass	~~pay~~	post	read	save	sell	take	teach

1 Elias hasn't got any money so I'll have to pay the bill for him.
2 Kaspar hates going shopping. I have to ..... his clothes him.
3 You're staying with Dimitra at the weekend, aren't you? Can you ..... this present her?
4 I can't reach the salt. Could you ..... it me, please?
5 When Mr Durand bought the house, we ..... all the carpets him as well.
6 He's got a very rewarding job. He ..... sports disabled children.
7 I haven't got my glasses. Can you ..... these instructions me, please?
8 Jane ..... the letter me on her way to work because I had flu and couldn't go out.
9 I ..... my old bike him, but he said he wanted something more modern.
10 I'll be in late tonight. Can you ..... some dinner me, please?

29.2 **If necessary, correct these sentences. If the sentence is already correct, write ✓.** C & D

1 He kindly collected me some library books.
2 He admitted his error for his colleagues.
3 I have to prepare a report for the meeting.
4 Can I ask a favour to you?
5 A special ticket allows entry for people to all the museums in the city.
6 I'd like to introduce you to my sister.

29.3 **Complete these texts with objects chosen from the box. Give all possible word orders and add prepositions where necessary.** A–D

the problem / our teacher	**her photograph / me**	**the glass / him**
another half an hour / us	**his sister / me**	**three bedtime stories / him**
~~an email / him~~	**his broken car / him**	**the money / me**
a drink / Ben	**a paper aeroplane / him**	**~~the problem / him~~**
a fortune / you		

1 A: Samuel phoned. He wants to come and stay with us at the beginning of September.
B: But that's when my parents will be with us. I'll have to send
him an email / an email to him to explain the problem to him.
2 When he described ..... I didn't think I knew her, but when he showed ..... I realised that I had seen her at work.
3 The clock on the wall was wrong. When we pointed out ....., she allowed ..... to finish the exam.
4 My three-year-old nephew, Luis, always keeps me busy when I babysit. Last night I first had to make ....., then I had to mend ..... and after that he insisted that I read .....
5 A: Your new motorbike must have cost .....
B: Well, actually, my parents lent .....
6 I poured .....
and gave .....

Unit 30

Verb + -ing forms and infinitives 1

A

Some verbs can be followed either by an **object** + **-ing** or a **possessive** + **-ing** with a similar meaning, although the **possessive** + **-ing** form is usually considered to be rather formal:

Reminder → F4– F13

- I resented **Tom** winning the prize.
  (*more formally* I resented **Tom's** winning the prize.)
- Mia recalled **him** buying the book.
  (*more formally* Mia recalled **his** buying the book.)

Also: **detest, (dis)approve of, (dis)like, hate, love, object to** (= '(dis)liking' verbs); **forget, imagine, remember, think of** (= 'thinking' verbs)

Note that we only use a possessive form (Tom's, his) here to talk about a person or group of people:

- I remember **the horse** winning the race. (*but not* … the horse's winning …)

B

Some verbs can be followed by **to** + **-ing** where **to** is a preposition:

- She **confessed to** *stealing* the money.
- You **don't object to** *working* late tonight, do you?

Also: **adapt, adjust, admit, look forward, own up, resort**

Note that these verbs can also be followed by **to** + **noun phrase**:

- She **confessed to** *the crime*.
- You **don't object to** *the work*, do you?

C

Other verbs can be followed by different prepositions + **-ing**. For example:

☆ **by** + **-ing** (**begin**, **close**, **end**, **finish** (**off** / **up**), **open**, **start** (**off** / **out**))

- Can you **begin by** *cleaning* the floors, and then do the windows?

☆ **on** + **-ing** or **on** + **object** + **-ing** (**concentrate**, **count**, **depend**, **focus**, **insist**, **rely**) If no object is added, the verb refers to the subject.

- Clare **insisted on** (*Jack*) *wearing* a suit to the party.

☆ **of** + **-ing** or **of** + **object** + **-ing** (**approve**, **hear**, **know**, **speak**, **talk**, **tell**)

- Have you ever **heard of** *(anyone) getting* arrested for gossiping before?

☆ **object** + **from** + **-ing** (**deter**, **discourage**, **keep**, **prevent**, **prohibit**, **stop** - note that **prevent** and **stop** can be used without **from**)

- The noise from next door **prevented me (from)** *sleeping*.

D

Some verbs (**feel**, **hear**, **notice**, **observe**, **overhear**, **see**, **watch**) can be followed by an object and then either by an **-ing** form or **bare infinitive**, but the meanings may be slightly different. Compare:

- I **saw** *them playing* football from my window. (**-ing** indicates an action in progress) *and*
- I **saw** *him smash* the bottle. (**bare infinitive** indicates a completed action)
- I was able to **watch** *them building* the new car park from my office window. (**-ing** suggests that I watched, but not from start to finish) *and*
- I **watched** *him climb* through the window, and then I called the police. (**bare infinitive** suggests I watched the whole action from start to finish)

E

After the verbs **dare** and **help** we can use either a **bare infinitive** or **to-infinitive**:

- I was angry with him, but I **didn't dare** (*to*) *say* anything.
- We hope the Twitter campaign will **help** (*to*) *raise* awareness of the problem.

When **dare** has an object, we can only use a **to-infinitive**. Compare:

- I **dared** *him to cross* the river. (*not* I dared him cross …) *and*
- I **helped** *them* (*to*) *pack*.

Note that **dare** can sometimes be used as a modal verb in questions. Here it is followed by a **bare infinitive** not **to-infinitive**.

- **Dare** anyone question the director's instructions? (not Dare anyone to question....)

After **have**, **let** and **make** we can use an **object** + **bare infinitive** but not **to-infinitive**:

- His exam results might **make** *him work* harder. (*not* … might make him to work …)
- I **had** *Irena clean* up her bedroom before I **let** *her go* out to play.

Exercises

30.1 **If possible, rewrite these sentences using the possessive form of the object. If not, write ✗.** A

1 I really hate you having to be away from home so much.
I really hate your having to be away from home so much.
2 We don't approve of the developer locating the factory so close to houses.
3 I have always detested the dog jumping up at me when I visit them.
4 No one heard the man shouting for help.
5 It is difficult to imagine him accepting the decision without any objection.
6 No one in the crowd that day will forget Ashe fighting so hard to win the match.
7 I remember them arguing a great deal when they were children.
8 The police investigated him for stealing cars from the city centre.

30.2 **Rewrite the italicised part of each sentence so that it has a similar meaning. Use one of the verbs from the box and an -ing form.** B & C

adapt	approve	discourage	end	~~own up~~	rely

1 In a survey, 65% of dentists *said that they had made* mistakes in treating patients.
owned up to making
2 I don't *think children should wear* jewellery in school. .....
3 I would like to *finish with a summary of* the main points of my talk. .....
4 My parents *said they thought I shouldn't go* to university. .....
5 You can't *trust Sophie to turn up* on time. .....
6 I grew up in the countryside, and I found it difficult to *get used to life* in a big city.
.....

30.3 **Underline the most likely verb form. Consider why it is the most likely.** A

1 I heard the tyre *burst / bursting* and then the lorry skidded across the road.
2 Carl noticed someone *watch / watching* him from an upstairs window.
3 She felt the wasp *sting / stinging* her just before she brushed it off her arm.
4 With a good telescope you can see the eagles *feed / feeding* their chicks in the nest.

30.4 **Match the sentence beginnings and endings, adding an appropriate object where necessary and write (to) where this might be included.** E

1 When Lana thought of going on the roller-coaster it made …
2 The new course is intended to help …
3 Scientists hope the new drug will help …
4 We didn't agree with the decision, but we didn't dare …
5 When Ethan arrives, have …
6 The dial on the left lets …
7 Nacho is so rude! How dare …

a prevent hay fever.
b ~~feel quite ill.~~
c control the speed of the fan.
d wait outside my office.
e understand modern art.
f protest against it.
g invite … to my party without asking!

1 + b When Lana thought of going on the roller-coaster it made her feel quite ill.



→ Additional exercise 7 (page 239)

Unit 31

Verb + **-ing** forms and infinitives 2

A

After some verbs we need to include an object before a **to-infinitive** in active sentences:

Reminder → F4– F13

- The police **warned** *everyone* **to stay** inside with their windows closed. (*not* The police warned to stay …)

Also: **advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, teach, tell**

After other verbs, however, we can't include an object before a **to-infinitive:**

- We**'ve decided to leave** early. (*not* We've decided us to leave early.)

Also: **agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer**

B

After some verbs we have to put a preposition, usually **for**, between the verb and the **object + to-infinitive** (see also Unit 29):

- They *arranged* **for** *Rania to stay* in London. (*not* They arranged Rania to stay …)
- They *applied* **for** *the court appearance to be postponed.*

Also: **advertise**, **campaign**, **long**, **plan**, **wait** (After **apply** and **campaign**, the **to-infinitive** is usually passive.)

Other verbs can be followed by different prepositions + **object** + **to-infinitive** –

☆ **at** + **object** + **to-infinitive** (**go on** [= to criticise continually], **keep on** [= to talk about something many times], **scream**, **shout**, **yell**):

- I *shouted* **at** *the man to open* the door.

☆ **on** + **object** + **to-infinitive** (**call** [= to officially ask someone to do something], **count**, **depend**, **prevail**, **rely**):

- We*'re depending* **on** *you to find* a solution soon.

☆ **to** + **object** + **to-infinitive** (**appeal**, **gesture**, **motion, signal**):

- He closed the door and *signalled* **to** *the pilot to take off*.

C

A number of other **to-infinitive** and **-ing** forms can also follow verbs –

☆ **verb** + negative **to-infinitive** and negative **-ing** forms:

- We **decided not to go** to Paris after all. (*compare* The people **didn't decide to go** to war, it was their political leaders.)
- Some of my friends **have considered not going** to college because of the cost. (*compare* I **haven't considered going** to college – I don't want to go on studying after school.)

☆ **verb** + **to have** + **past participle:**

- The accident **seems to have happened** at around 1 pm yesterday.
- Simmons **is alleged to have assaulted** a police officer.

This form is often used to give an opinion (after verbs like **seem** and **appear**) about a past event, or to report what is or was said (after passive verbs like **is** / **was alleged**, **believed**, **said**, **thought**) about past events.

☆ **verb** + **having** + **past participle:**

The **verb** + **-ing** and **verb** + **having** + **past participle** forms have a similar meaning with these verbs:

- I now **regret buying** the car. *and* - I now **regret having bought** the car.

This form is most often used with **admit**, **deny**, **forget**, **recall**, **regret** and **remember**.

Exercises

31.1 **Complete each sentence with one of the verbs in brackets.** A

1 a My mother ..... me to throw away my old toys. (*threatened / told*)
b My mother ..... to throw away my old toys.
2 a They ..... to visit Riko in hospital. (*allowed / offered*)
b They ..... us to visit Riko in hospital.
3 a I ..... to carry the heavy boxes up the stairs. (*managed / persuaded*)
b I ..... Hamza to carry the heavy boxes up the stairs.
4 a She ..... Lars to help in the garden. (*agreed / encouraged*)
b She ..... to help in the garden.
5 a I ..... her to tidy up the house. (*pretended / reminded*)
b I ..... to tidy up the house.
6 a Jonas ..... to study economics at university. (*advised / hoped*)
b Jonas ..... me to study economics at university.

31.2 **Write one word that is missing from each line in these texts. Put a ʌ where the word should be.** B

a 1 2 3 4	When I advertised ʌ a website designer for the business, Greta got the job. But I've now learnt that you can't rely Greta to do anything. I waited ages her to come up with some initial ideas for the site, and then I had to keep on her to do any more work on it. Finally, she said she couldn't do it after all.	for
b 1 2 3 4	Managers of the National Electricity Company have appealed workers to end their strike, and have called the government to intervene in the dispute. The Energy Minister said that he has arranged employers and employees to meet next week, and he prevailed strikers to return to work in the meantime.	

31.3 **Complete the sentences with the verbs in brackets using one of the patterns in section C opposite. Give alternatives where possible.** C

1 I ..... anyone Marta's new address. (*agree – not tell*)
2 The prisoners ..... through a broken window last night. (*think – escape*)
3 I ..... him at the conference. (*not recall – see*)
4 He ..... any stolen property. (*deny – receive*)
5 He ..... as the person who donated the money. (*ask – not name*)
6 She ..... all the way back home. (*not feel like – walk*)
7 I am sure my phone was on the shelf a few minutes ago, but now it ..... (*seem – disappear*)
8 The Etruscan civilisation ..... in Italy in the 8th or 9th Century BC. (*believe - emerge*)



→ Additional exercise 7 (page 239)

Unit 32

Reporting people's words and thoughts

A Quoting and reporting in our own words

Reminder → G1– G11

When we report what people think or what they have said, we often give the information using our own words. We do this with sentences that have a *reporting clause* and a *reported clause* (see also Units 33–39):

reporting clause	reported clause
She explained He didn't tell me	(that) she couldn't take the job until January. where to put the boxes.

B

If the exact words are important, we might report the actual words someone said. In writing this is done in a *quotation*:

- 'I suppose you've heard the latest news,' she said to me.
- 'Of course,' Carter replied, 'you'll have to pay him to do the job.'

The *reporting clause* can come before, within, or at the end of the quotation.

In the English used in stories and novels, the *reporting verb* (e.g. **ask, continue**) is often placed before the subject when the *reporting clause* comes after the quotation except when the subject is a pronoun:

- 'When will you be back?' asked Jimin. (*or* … Jimin asked.)
- 'And after that I moved to Italy,' she continued. (*not* … continued she.)

C Negatives in reporting

To report what somebody **didn't** say or think, we make the reporting verb negative:

- He **didn't tell me** how he would get to London.

If we want to report a negative sentence, then we usually report this in the *reported clause*:

- 'You're right, it isn't a good idea.' → He **agreed** that it **wasn't** a good idea.

although it may be reported in the *reporting clause*, depending on meaning:

- 'I disagree. It's not a good idea at all.' → He **didn't agree** that it was a good idea.

However, with some verbs, to report a negative sentence we usually make the verb in the *reporting clause* negative:

- 'I expect he won't come.'/ 'I don't expect he will come.' → She **didn't expect** him to come.

Also: **believe**, **feel**, **intend**, **plan**, **propose**, **suppose**, **think**, **want**

D Reporting questions

To report a **wh-question** we use a *reporting clause* and a clause with a **wh-word**:

- She asked me **what** the problem was.
- I asked him **where** to go next.

When we report a **yes / no question** we use a *reporting clause* followed by a clause beginning with either **if** or **whether** (but note that we can't use **if + to-infinitive**; see Unit 34):

- Liz wanted to know **if / whether** we had any photos of our holiday.

The usual word order in a **wh-**, **if-**, or **whether-clause** is the one we would use in a statement:

- 'Have you seen Paul recently?' → She wanted to know if *I had seen* Paul recently.

However, if the original question begins **what**, **which**, or **who** followed by **be + complement**, we can put the complement before or after **be** in the report:

- 'Who was the winner?' → I asked who *the winner was*. (*or* … who *was the winner*.)

Note that we don't use a form of **do** in the **wh-**, **if-**, or **whether-clause**:

- She asked me where I found it. (*not* … where did I find it. /… where I did find it.)

However, if we are reporting a negative question, we can use a negative form of **do**:

- He asked (me) why I **didn't** want anything to eat.

Exercises

32.1 **Report what was said, quoting the speaker's exact words using one of the reporting verbs from the box. Put the reporting clause after the quotation and give alternative word orders where possible.** B & G8–G11

boast	chorus	~~command~~	confess	explain	grumble	suggest	wonder

1 Come in out of the rain now. (*her mother*)
'Come in out of the rain now,' commanded her mother / her mother commanded.
2 Why don't we stop for a coffee? (*she*)
3 All right, Georgia, it was me. (*he*)
4 My novel is even more exciting than an Agatha Christie thriller. (*she*)
5 I always carry two umbrellas with me because I'm always losing them. (*Lena*)
6 Oh, no, it's raining again. (*Matt*)
7 Good morning, Miss Novak. (*the children*)
8 Have I done the right thing? (*I*)

32.2 **Complete each sentence using a pair of verbs from the box. Make one of the verbs negative.** C

announce – go	expect – be	feel – could	~~intend – hurt~~
insist – be	promise – would	think – would	threaten – repay

1 'I didn't mean to upset Astrid.' → He didn't intend to hurt her feelings.
2 'I won't give you the money back if you keep on at me.' → He ..... the money if she kept on at him.
3 'I can't ask my parents to help me again.' → He ..... that he ..... ask his parents to help him again.
4 'I wasn't anywhere near the school at the time of the break-in.' → He ..... that he ..... anywhere near the school at the time of the break-in.
5 'I'm not going back to college.' → She ..... that she ..... back to college.
6 'I was surprised that Mum was angry.' → He ..... his mother ..... angry.
7 'Adam won't mind waiting.' → She ..... Adam ..... mind waiting.
8 'I won't be late again.' → She ..... that she .....be late again.

32.3 **Complete the email by reporting these questions using a wh-, if- or whether-clause.** D

1 ~~'How did you hear about the job?'~~
2 'What are your long-term career plans?'
3 'How many languages do you speak?'
4 'Where did you learn Chinese?'
5 'Can you use a spreadsheet?'
6 'Have you organised international conferences before?'
7 'Would you be willing to live overseas for periods of time?'
8 'When can you start work?'

Reply Forward

Hi Karim,

The interview went well, although it was long and they asked lots of questions. First, they wondered (1) how I'd heard about the job, and then they asked me (2) ..... . They were very interested in the travelling I'd done. They asked me (3) ....., and they wondered (4) ..... . There were questions about my previous experience. They wanted to know (5) ....., and they asked me (6) ..... . At the end they asked (7) ..... . When I said 'Yes', they asked me (8) ..... !

I'll phone later and tell you more about it.

Emily

Unit 33

Reporting statements: **that-clauses**

A

When we report statements, we often use a **that-clause** in the *reported clause* (see Unit 32):

Reminder → G1– G7

- He **said** (**that**) he was enjoying his work.
- The members of the Security Council **warned that** further action may be taken.

After the more common reporting verbs such as **agree**, **mention**, **notice**, **promise**, **say**, and **think**, we often leave out **that**, particularly in informal speech. However, it is not usually left out –

- ☆ after less common reporting verbs such as **complain**, **confide**, **deny**, **grumble**, **speculate**, **warn** (and after the common reporting verbs **answer**, **argue**, and **reply**)
- ☆ in formal writing
- ☆ if the **that-clause** doesn't immediately follow the verb:
  - She **agreed** *with her parents and brothers* **that** it would be safer to buy a car than a motorbike. (*rather than* … and brothers it would be safer …)

B

Some reporting verbs which are followed by a **that-clause** have an alternative with an **object** + **to-infinitive** (often **to be**), although the alternatives are often rather formal. Compare:

- I **felt that the results** were satisfactory. *and*
  I **felt the results to be** satisfactory.

Also: **acknowledge, assume, believe, consider, declare, expect, find, presume, report, think, understand**

C

If we use a **that-clause** after an active form of some verbs, we must include an object between the verb and the **that-clause**. This object can't be a prepositional object (see **D** below):

- I **notified the bank that** I had changed my address. (*but not* I notified that I … / I notified to the bank that I …)

Also: **assure, convince, inform, persuade, reassure, remind, tell**

However, after some other verbs an object before a **that-clause** is not always necessary:

- They **promised (me) that** they would come to the party.

Also: **advise, show, teach, warn**

D

After some verbs we can use a **that-clause** with or without a personal object before the **that-clause**. However, if we *do* include an object, we put a preposition before it.

- ☆ After some verbs we use **to**:
  - She **admitted** (**to me**) **that** she was seriously ill.
  - I **pointed out** (**to the driver**) that he had parked across the entrance.

Also: **announce, complain, confess, explain, indicate, mention, propose, recommend, report, say, suggest**

- ☆ After some verbs we use **with**:
  - We **agreed** (**with Ella**) **that** the information should go no further.

Also: **argue, check, disagree, joke**

- ☆ After the verbs **ask**, **demand** and **require** we use **of**:
  - The club **asks** (**of its members**) **that** they pay their fees by 31st December.
  - The company **demands** (**of its staff**) **that** they should be at work by 8:30.

This pattern is usually used in formal contexts. Less formally we can use a **to-infinitive clause** after **ask** and **require** (e.g. The club asks its members to pay their fees by 31st December). However, we can't use a **to-infinitive clause** after **demand** (*not* The company demands its staff to …).

Exercises

33.1 **Underline the correct verb. If both are possible, underline them both.** C

1 The doctors *advised* / *persuaded* that I should rest for three months.
2 The police *assured* / *promised* residents that everything possible was being done to catch the thieves.
3 A spokesperson for the company *reminded* / *warned* that there may be delays on the railways this summer due to major engineering work.
4 We should *inform* / *teach* children that diet is of vital importance to health.
5 Scientists *have shown* / *have convinced* that honey can prevent the growth of bacteria.
6 The company *has reassured* / *has advised* customers that cars ordered before 1st August would be delivered by the end of the month.
7 Katarina *told* / *promised* that she would be home before midnight.

33.2 **If possible, rewrite these sentences in a more formal way with a to-infinitive clause. If not, write ✗.** B

1 Two days after the launch, Houston reported that the satellite was missing.
Two days after the launch, Houston reported the satellite to be missing.
2 The employees argued that the reduction in wages was unlawful.
3 The judge thought that his explanation was unconvincing.
4 I expected that her plans would fail.
5 She stressed that her stories were aimed primarily at children.
6 Lucas acknowledged that his chances of winning the race were slim.
7 We found that the rugby supporters were very well behaved.
8 The president's spokesman commented that the election result was a victory for democracy.

33.3 **Complete each sentence with an appropriate form of a verb from the box + to, with, or of. More than one verb may be possible, but use each verb at least once.** D

announce	complain	disagree	joke	mention	require

1 Martina ..... the shop assistant that the laptop she'd bought there was faulty.
2 She ..... her neighbours that their dog was keeping her awake at night.
3 He ..... his friends that he'd won the lottery and was going to Barbados.
4 The minister ..... shocked journalists that she was to resign immediately.
5 The college ..... its students that they attend all classes.
6 I ..... Mr Jacobs that the students were lazy. I thought they were very enthusiastic.
7 I forgot to ..... Chris that I'd be home late.

33.4 **Suggest corrections to the italicised words in this news article.** A, C & D



PIK TO CUT WORKFORCE

PIK, the toy manufacturer, (1) *has warned they* are to make over 100 employees redundant over the next month. Managing Director Beth Edwards yesterday (2) *explained employees that* a national fall in demand for traditional toys is to blame. She (3) *confessed her audience that* management had been surprised by the downturn, but she (4) *denied management* had been incompetent. When asked whether staff would receive redundancy pay, Ms Edwards (5) *replied an announcement* would be made within a few days, but (6) *reassured that* they would receive financial compensation. She (7) *went on to complain government help* for small businesses was insufficient and (8) *demanded ministers that* they provide more support. She (9) *asked staff that* they continue to work as normal until details of the redundancies were given. She (10) *reassured that* the company would not close completely.

→ Additional exercise 8 (page 240)

Unit 34

Verb + wh-clause

A

Some verbs can be followed by a clause beginning with a **wh-word** (**how**, **what**, **when**, **where**, **which**, **who**, or **why**):

- That might **explain** *why* he's unhappy.
- I couldn't **decide** *which* train to catch.
- Let's **consider** *how* we can solve the problem.

Many of these verbs can also be followed by –

☆ a **that-clause** (see Unit 33):

- I **decided** *that* I ought to leave.

☆ a **wh-clause** (except 'why') + **to-infinitive**:

- **Did** you **find out** *where to go?*

Note that if we add a subject in the **wh-clause** we don't use a **to-infinitive**:

- I can't imagine what **he** likes about jazz.

Also: **arrange**, **calculate**, **check**, **choose**, **debate**, **determine**, **discover**, **discuss**, **establish**, **find out**, **forget**, **guess**, **imagine**, **know**, **learn**, **notice**, **plan**, **realise**, **remember**, **say**, **see**, **talk about**, **think (about)**, **understand**, **wonder**

B

Some verbs must have an object before the **wh-clause**:

- She *reminded* **me** *what* (I had) to do.
- I *told* **Linda** *how* to get to my house.

Also: **advise**, **inform**, **instruct**, **teach**, **warn**

The verbs **ask** and **show** often have an object before a **wh-clause**, but not always:

- I *asked* (**him**) *how* I could get to the station, and he told me.

These verbs can also be followed by **object + wh-word + to-infinitive**:

- She **taught me** *how to play* chess.
- I **showed her** *where to put* her coat.

C

We can often use **the way** instead of **how** referring to either the route or the means:

- Go back **the way** (that / by which) you came. (*or informally* Go back **how** you came.)
- Have you noticed **the way** (that / in which) he spins the ball? (*or* … noticed **how** he spins …?)

Note that we don't use 'the way how'. (e.g. *not* Go back the way how you came.)

D

Whether

We can use **whether** as the **wh-word** in a **wh-clause** when we want to show possible choices. **Whether** has a similar meaning to 'if' (see Unit 86):

- He couldn't remember **whether** / **if** he had turned the computer off.

Some verbs can be followed by **whether + to-infinitive** to talk about the choice between two or more possibilities. Note that 'if' is never used before a **to-infinitive**:

- You have 14 days to **decide whether to keep** it or not. (*not* … to decide if to keep it or not.)

Also: **choose, consider, debate, determine, discuss, know** (in questions and negatives), **think about, wonder** (= 'talking' or 'thinking about choices' verbs)

Some other 'talking' and 'thinking about choices' verbs are *not* used with **whether + to-infinitive**, including **conclude, explain, imagine, realise, speculate, think**.

E

Note the difference between these sentences. The first has a **wh-clause** with **whether** and the second has a **that-clause** (see Unit 33):

- I didn't know **whether** the shop was shut. (= if the shop was shut or not)
- I didn't know **that** the shop was shut. (suggests that the shop was shut)

F

In rather formal contexts, particularly in writing, we can use **as to** with a meaning similar to 'about' or 'concerning' before a **wh-clause**. This is most common before **whether**:

- Opinion was divided **as to whether** the findings from the study were representative of the population as a whole. (*or less formally* … divided whether …)

Exercises

34.1 **Match sentence beginnings 1–10 to endings a–j and choose an appropriate wh-word to connect them. If necessary, add an appropriate object.** A & B

1 Before the meeting finished they arranged …
2 He took my hands and showed …
3 I explained carefully so that the students understood …
4 Anna was new in the office and I had to keep reminding …
5 I saw Sarah leave the building, but I didn't notice …
6 When I saw Hugo alone at the party I wondered …
7 As we walked over the hills the guide warned …
8 After I'd dismantled the motor I couldn't remember …
9 To win a prize you had to guess …
10 As the guests came in Diego told …

a … to fit the parts back together.
b … she went after that.
c … to put their coats.
d ~~… to meet next.~~
e … Helen wasn't with him.
f … many sweets were in the jar.
g … they had to do in the test.
h … the path was dangerous.
i … everyone was.
j … to hold the golf club properly.

1 + d Before the meeting finished they arranged when / where to meet next.

34.2 **Underline the correct or more appropriate verb. If both are possible, underline them both.** D

1 She was *thinking* / *debating* whether to invite Jeremy over for dinner.
2 The council is meeting this morning to *discuss* / *ask* whether to increase local taxes.
3 Apparently Louis and Eva are *considering* / *speculating* whether to emigrate to Australia.
4 I have to *imagine* / *choose* whether to get a job or apply to go to college.
5 Scientists will have to *decide* / *conclude* soon whether to start testing the new drugs on people.

34.3 **Zak Miles has written a book about mountain climbing in the Andes. Correct any mistakes in these extracts.** A–F

The villagers warned ~~∧~~ me what the conditions were like at higher altitudes, and advised to take enough food for a week. There was some discussion through the day as whether the snow would arrive before my descent from the mountain, but I never imagined how hard the conditions would be. In the morning they showed me the way how to get to the track up the mountain.

When the snow started falling it was very light, and I couldn't decide if to carry on or go back down. Soon, however, I couldn't see where to go.

I wondered if to retrace my steps and try to find the track again, but by the time I decided whether I should go back, the track had disappeared.

As the snow got heavier I began to realise whether my life was in danger. Fortunately, my years in the Andes had taught what to do in extreme conditions. I knew that there was a shepherd's hut somewhere on this side of the mountain that I could shelter in, but I didn't know that it was nearby or miles away.

Unit 35

Tense choice in reporting

A Verb tense in the *reported* clause

Reminder ➜ G1– G7

When the situation described in the *reported* clause (see Unit 32) is in the *past* when we are reporting it, we use a past tense (past simple, past continuous, etc.):

- 'I don't want anything to eat.' → Yusuf **said** that he **didn't want** anything to eat.
- 'I'm leaving!' → Lamar **announced** that she **was leaving**.

When the situation described in the *reported* clause was *already* in the past when it was spoken about originally, we often use the past perfect to report it:

- 'We have found the missing girl.' → Police **said** that they **had found** the missing girl.

However, if it is clear that one event took place before another, then it may not be necessary to indicate this by using the past perfect and we use the past simple instead:

- 'I've sent out the invitations. I did it well before the wedding.' → She **reassured** me that she **sent** out the invitations well before the wedding. (*or*… **had sent** …)

B

When the situation described in the *reported* clause is a *permanent / habitual situation*, or still exists or is relevant at the time we are reporting it, then we use a present tense (or present perfect) if we also use a present tense for the verb in the *reporting* clause:

- Dr Weir **thinks** that he **spends** about five minutes on a typical appointment with a patient.
- US scientists **claim** that they **have developed** a new vaccine against malaria.

Note that the present perfect focuses attention on the *result* of the action, not the action itself.

However, when we use a past tense in the *reporting* clause we can use either a present or past tense (or present perfect or past perfect) in the *reported* clause:

- She **argued** that Carl **is** / **was** the best person for the job.
- They **noted** that the rate of inflation **has** / **had slowed** down.

If we are not sure that what we are reporting is necessarily true, or a situation may not still exist now, we prefer a *past* rather than a present tense. Compare:

- Yasemin told me that she **has** two houses. (= suggests that this is true) *and*
- Yasemin told me that she **had** two houses. (= suggests either that this is perhaps not true, or that she once had two houses but doesn't have two houses now)

C Verb tense in the *reporting* clause

To report something said or thought in the past, the verb in the *reporting* clause is often in a *past* tense:

- Just before her wedding, she **revealed** that she had been married before.

When we report current news, opinions, etc. we can use a present tense for the verb in the *reporting* clause. In some cases, either a present or past tense is possible, although we prefer a present tense to emphasise that what was said is true or still relevant when we report it:

- She **says** that she'll have to close the shop unless business improves. (*or* … **said** …)

We often prefer a present rather than a past tense –

☆ to report information that we have been told or heard, but don't know whether it is true:

- I **hear** you're unhappy with your job.

☆ to report what is said by some authority:

- The law **says** that no one under the age of 16 can buy a lottery ticket.

☆ to report what many people say:

- Every teacher I've spoken to **tells** me that standards of spelling are in decline.

Exercises

35.1 **Report these sentences using the verbs from the box in the reporting clauses and either the past simple or past perfect (or both if possible) in the that-clause.** A

alleged **conceded** ~~**denied**~~ **estimated** **recalled** **repeated**

1 'I have never been in love with Oliver.' →
She denied that she had ever been / was ever in love with Oliver.

2 'Markus has stolen jewellery from my house.' → She .....

3 'I think the vase is around 250 years old.' → She .....

4 'I've told you once. I've already seen the film.' → She .....

5 'Well, perhaps you're right. Maybe I did treat Lara unkindly.' → She .....

6 'I seem to remember that Wilma's great-grandmother was from Spain.' → She .....

35.2 **Complete the sentences with a verb chosen from a suitable pair. If both verbs in the pair are possible, write both.** B

has / had **is / was** **looks / looked** **solved / have solved**
states / stated **understand / understood**

1 Engineers hope that they ..... the problems with the bridge now that new supports have been built, and they plan to reopen it next week.
2 The current law ..... that an employee has the right to appeal against dismissal.
3 Simon is already a good tennis player, but he accepts that he still ..... a lot to learn.
4 I ..... that you want to buy a second-hand car. Your brother just told me.
5 Health officials warn that anyone who ..... directly at the sun during an eclipse may put their sight at risk.
6 They reassured us that the path ..... perfectly safe.

35.3 **Jamie Barnes and Daniel Nokes have been interviewed by the police in connection with a robbery last week. In these extracts from the interview reports: (i) correct any verb tenses in the that-clauses that are wrong; and (ii) suggest any alternative tenses possible for the verbs in the that-clauses.** A–C

1

When I mentioned to Nokes **that he had been** seen in a local shop last Monday, he protested **that he** is at home all day. He swears **that he didn't own** a blue Ford Focus. He claimed **that he had been** to the paint factory two weeks ago to look for work. Nokes alleges **that he is** a good friend of Jamie Barnes. He insisted **that he didn't** telephone Barnes last Monday morning. When I pointed out to Nokes **that** a large quantity of paint **had been** found in his house, he replied that he is storing it for a friend.

2

At the beginning of the interview I reminded Barnes **that he is** entitled to have a lawyer present. He denied **that he knew** anyone by the name of Daniel Nokes. Barnes confirmed **that he is in** the area of the paint factory last Monday, but said **that he is visiting** his mother. He admitted **that he** is walking along New Street at around ten. He maintains **that he was** a very honest person and would never be involved in anything illegal.

→ Additional exercise 8 (page 240)

Unit 36

Reporting offers, suggestions, orders, intentions, etc.

A Verb + (object) + to-infinitive clause

When we report offers, suggestions, orders, intentions, promises, requests, etc. we can follow some verbs in the *reporting clause* (see Unit 33) with –

☆ a **to-infinitive clause**

- 'The theatre will be built next to the town hall.'→ They **propose to build** the theatre next to the town hall. (*not* They propose them to build …)

Also: **agree, demand, guarantee, offer, promise, swear, threaten, volunteer**

☆ an **object + to-infinitive clause**

- 'You should take the job, Fran.' → She **encouraged Fran to take** the job.

Also: **advise, ask, call on, command, instruct, invite, order, persuade, recommend, remind, request, urge, warn, tell**

The object usually refers to the person who the offer, suggestion, etc. is made to; that is, the person who performs the action in the reported clause.

Compare the use of **ask** with and without an object before a **to-infinitive clause**:

- We **asked** *to leave* our bags outside the exam room. (= this is something we wanted) *and*
- They **asked** *us to leave* our bags outside the exam room. (= this is something they wanted)

B Verb + that-clause *or* verb + to-infinitive clause

After some verbs we can use a **that-clause** instead of a **to-infinitive clause**:

- He **promised** *to arrive* on time. *or*
- He **promised** *that* he would arrive on time.

Also: **agree, demand, expect, guarantee, hope, propose, request, vow**

With a **that-clause** the person promising, etc. and the person referred to in the *reported* clause may be different:

- He **promised** *that* he wouldn't be late. ('He …' and '… he …' may refer to different people)

C

After the verbs **insist, order, say** and **suggest** we use a **that-clause** but not a **to-infinitive clause**:

- There were cheers when he **suggested** *that* we went home early. (*not* … suggested to go …)

Advise and **order** can be used with an **object + to-infinitive clause** (see **A**) or a **that-clause**:

- I **advised** *that* she should accept. (*or* I **advised** *her to accept*.; *but not* I advised to accept …)

D Verb + to-infinitive clause (*not* verb + that-clause)

After some verbs we use a **to-infinitive clause** but not a **that-clause**:

- Carolyn **intends** *to return* to Dublin after a year in Canada. (*not* Carolyn intends that she should return …)

Also: **long, offer, refuse, volunteer, want**

E

When we report a suggestion, either what the person reported might do themselves, or what someone else might do, we can use a *reporting clause* with **advise, propose, recommend** or **suggest** followed by an **-ing clause** rather than a **that-clause**:

- The lecturer **recommended** *reading* a number of books before the exam. (*or* … **recommended** *that* the students should read a number of books before the exam.)

Exercises

36.1 **Report each sentence using a verb from the box and a to-infinitive clause. Use each verb once only. If necessary, add an appropriate object after the verb.** A

~~advise~~ agree ask call on expect hope order urge vow

1 'If I were you, I'd read the exam questions very carefully.' →
He advised us to read the exam questions very carefully.
2 'Okay, I'll collect Declan from school.' → He …
3 'Be quiet!' → He …
4 'Please stay for a few more days.' → He …
5 'I will fight the ban on smoking in public places.' → He …
6 'I imagine I'll see Olivia at the party.' → He …
7 'Can you lend me ten pounds?' → He …
8 'The government should do more to help the homeless.' → He …
9 'If I leave early, I'll avoid the heavy traffic.' → He …

36.2 **Replace any incorrect verbs with a verb from the boxes. (It may not be necessary to use all the boxed verbs.)** B, C & D

expected promised refused said



In a major speech today, the Health Minister (1) *suggested* to improve the country's health care. She (2) *guaranteed* to reduce waiting times for operations, and (3) *intended* that this could be done without raising taxes. She said that she (4) *insisted* to see significant improvements within a year.

The President of Guwandi has (5) *demanded* Narian troops to withdraw from the border area between the two countries, and said that he (6) *wanted* that the Narian president would act now to prevent war. In a separate development, the UN Secretary General has (7) *agreed* to meet the leaders of both countries and has (8) *offered* that a peace conference should be held in New York early next week.

hoped ordered proposed volunteered

36.3 **Complete the sentences in any appropriate way using a clause beginning with the -ing form of a verb.** E

1 To avoid the road works, police have advised leaving the motorway at Junction 3.
2 To encourage people to use public transport the council proposed ……
3 Ricardo said the play was very entertaining and he recommended ……
4 To find my way around London, Reza suggested ……
5 I'd been feeling unwell for a few days and my mother advised ……
6 The capital urgently needs a new airport, and the government proposes ……
7 I feel very unfit, so my doctor has recommended ……
8 It was a lovely morning and Nina suggested ……

Can any of these sentences be rewritten with a to-infinitive clause without an object?

→ Additional exercise 8 (page 240)

Unit 37

Modal verbs in reporting

A

When there is a modal verb in the original statement, suggestion, etc., it sometimes changes when we report what was said or thought. The changes are summarised here (the numbers indicate examples below):

	modal verb in original	*modal verb in report*
B	**could, would, should, might, needn't, ought to, used to, could have, should have, etc.**	**could, would, should, might, needn't, ought to, used to, could have, should have, etc.** (*i.e. no change*) 1–3
C	**will, can, may**	☐ **would, could, might** 4 & 5 ☐ **will, can, may** (existing or future situations and *present* tense verb in reporting clause) 6 ☐ **will** or **would**, **can** or **could**, **may** or **might** (existing or future situations and *past* tense verb in reporting clause) 7
D	**shall**	☐ **would** (talking about the future) 8 ☐ **should** (offers, requests for advice, etc.) 9
E	**must** (= necessity) **must** (= conclude; see Unit 18B) **mustn't**	**must** or **had to** 10 **must** 11 **mustn't** 12

B

- ☐ 'I **could** meet you at the airport.' → He said that he **could** meet us at the airport. 1
- ☐ 'We **might** drop in if we have time.' → They said they **might** drop in if they have time. 2
- ☐ 'You **should have** contacted me earlier.' → She said I **should have** contacted her earlier. 3

C

- ☐ 'She **may** have already left.' → He thought she **might** have already left. 4

If the situation we are reporting still exists or is still in the future and the verb in the *reporting clause* has a *present tense*, we use **will**, **can**, and **may** in the *reported clause* (see Unit 32). Compare:

- ☐ 'Careful! You**'ll** fall through the ice!' → I **warned** him he **would** fall through the ice. 5 *and*
- ☐ 'I**'ll** be in Paris at Christmas.' → She **tells** me she**'ll** be in Paris at Christmas. 6

If the situation we are reporting still exists or is still in the future and the verb in the *reporting clause* has a *past* tense, we can use either **would** or **will**, **can** or **could**, or **may** or **might** in the *reported clause*:

- ☐ 'The problem can be solved.' → They **said** the problem **can** / **could** be solved. 7

D

- ☐ 'I **shall** (I**'ll**) call you on Monday.' → She told me she **would** call me on Monday. 8
- ☐ 'Where **shall** I put this box?' → He asked where he **should** put the box. 9

E

- ☐ 'You **must** be home by 9 o'clock.' → She said I **must** / **had to** be home by 9 o'clock. 10 (*had to* is more natural in speech)
- ☐ 'I didn't hear the phone. I **must** be going deaf.' → Alex thought he **must** be going deaf. 11
- ☐ 'You **mustn't** tell my brother.' → He warned me that I **mustn't** tell his brother. 12

F

Note that we sometimes use a modal verb in a reported sentence when there is no modal verb in the original:

- ☐ 'You're not allowed to smoke here.' → She told me that I **mustn't** smoke there.
- ☐ 'My advice is to look for a new job now.' → She said that I **should** look for a new job now.

Exercises

37.1 **Underline the more appropriate verb. If both are possible, underline them both.** C

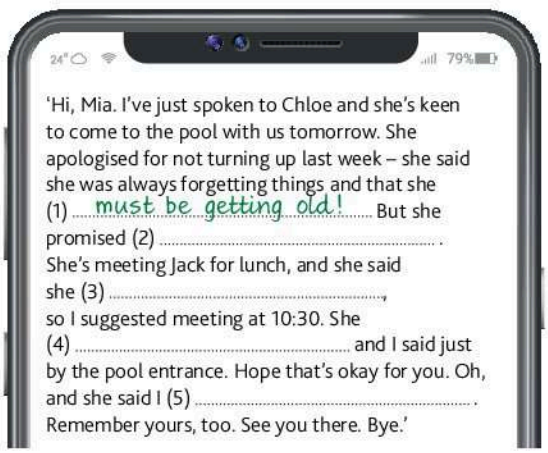
1 The doctor says that he *will* / *would* see you in 20 minutes.
2 In her letter, Elizabeth revealed that she *may* / *might* be getting married soon.
3 Maxim tells me that he *can* / *could* come for dinner with us tonight after all.
4 Inge promised that she *will* / *would* be at home by nine, so I phoned her shortly after that.
5 The mechanic admitted that he *can't* / *couldn't* repair the radiator and had to replace it instead.
6 Olivia reckons that she *can* / *could* save enough money to go on holiday to Canada.
7 Mario explained that he *will* / *would* be living in Austria for the next six months.

37.2 **Complete the reported sentences using a that-clause with a modal verb.** A & C

1 'If all goes to plan, I'll study medicine.' → He hoped that he would study medicine but instead he became a vet.
2 'I won't be late.' → She promised ..... and she kept her word.
3 'Perhaps we can go to Paris for the weekend.' → He suggested ..... but I was busy.
4 'I can get you there in good time.' → She guaranteed ..... but I didn't believe her.
5 'I'll pay for the meal.' → He insisted ..... and I accepted, of course.

37.3 **Complete the text message by reporting what Chloe said, using modal verbs in the reports.** D & E





37.4 **Complete the reported sentences using appropriate modal verbs. Give alternative modal verbs where possible.** F

1 'It's vital that you attend the meeting.' →
She said that I had to / must attend the meeting.
2 'If you want to travel with us, that's fine.' → She said that .....
3 'I'm not prepared to answer his questions.' → She said that .....
4 'Karl's likely to be back soon.' → She said that .....
5 'There's a possibility that I'll have to move to Milan.' → She said that .....
6 'I refuse to accept that Jason is dishonest.' → She said that .....
7 'Maria is sure to be disappointed if you leave without seeing her.' → She said that ...

Unit 38

Reporting what people say using nouns and adjectives

A Reporting using nouns

We sometimes report people's words and thoughts using a **noun** in the reporting clause followed by a reported clause beginning with **that**, a **to-infinitive**-, or **wh-word**. Most of these nouns are related to reporting verbs (acknowledgement – acknowledge, statement – state, etc.). Note that when we report using **nouns** and **adjectives** (see **C**) the exact original words are not necessarily reported. Instead we might use our own words, or report that something was said without reporting *what* was said

☆ Noun + **that-clause:**

- The **claim** is often made *that* smoking causes heart disease.
- The jury came to the **conclusion** *that* the woman was guilty.

Also: **acknowledgement, advice, allegation, announcement, answer, argument, comment, decision, explanation, forecast, guarantee, indication, observation, promise, recommendation, reply, speculation, statement, suggestion, threat, warning**

Note that we don't usually leave out **that** in sentences like this (see Unit 33)

☆ Noun + **to-infinitive clause:**

- I accepted Luisa's **invitation** *to visit* her in Rome.
- He gave me every **encouragement** *to take up* painting again.

Also: **decision, instruction, order, promise, recommendation, refusal, threat, warning**

Note that all the nouns above (except refusal) can be followed by a **that-clause**:

- They carried out their **threat** *to dismiss* workers on strike. (*or* … their **threat** *that* they would dismiss workers on strike.)

☆ Noun + **wh-clause:**

- Juan raised the **question** *of when* the money would be collected.
- Our previous meeting looked at the **issue** *of how* to increase income.

Also: **explanation, discussion, problem**

We usually use **of** after these nouns in reporting.

B

After many of the nouns listed in **A,** we can use **as to + wh-clause** or **as to + wh-word + to-infinitive** to introduce a topic (see also Unit 34F). Note that an alternative preposition can usually be used instead of **as to**:

- She asked my *advice* **as to** *what* subject she should study at university. (*or* … advice **on** …)
- There was some *discussion* **as to** *whether* the price included tax or not. (*or* … discussion **of** …)
- Before we left we gave them strict *instructions* **as to** *how to cook* it. (*or* … **about** how to …)

C Reporting using adjectives

Some adjectives used to report a speaker's feelings or opinion are followed by a **that-clause**:

- The builders are **certain** *that* they'll be finished by the end of next week.

Also: **adamant, agreed, angry, annoyed, grateful, insistent, sure**

Adjectives expressing uncertainty are usually followed by a **wh-clause**:

- Scientists are**n't sure** *where* the remains of the satellite will land.

Also: **doubtful** (*usually* + whether), **uncertain, not certain, unsure**

Some adjectives are usually followed by a preposition + noun phrase:

- Today's newspapers are very **critical** *of* the President's decision to appoint Mr Walters.

Also: **apologetic, complimentary, insulting, tactful** (+ about); **dismissive, scornful** (+ of); **abusive, sympathetic** (+ to / towards)

Exercises

38.1 **Complete the sentences with the nouns from the box and the notes in brackets. Use a that-, to-infinitive or wh-clause. Suggest alternatives where possible.** A

announcement	~~decision~~	encouragement	explanation		
invitation	issue	observation	promise	question	warning

1 The turning point in his life came when he took the decision to become an actor. / ... that he would become an actor (*become – actor*)
2 He failed to address the ... (*who – pay – repairs – building*)
3 I was delighted to get an ... (*spend the holidays – them – Scotland*)
4 I think it was P T Barnum who made the ... (*no such thing – bad publicity*)
5 Amazingly the police accepted Rudi's ... (*taken – wallet – mistake*)
6 On the webinar they debated the ... (*assisted suicide – criminal offence*)
7 The letter from the company gave a final ... (*pay – bill by – end of – week*)
8 The government has broken its ... (*reduce – rate – income tax*)
9 The positive reaction to my work gave me considerable ... (*take up photography – career*)
10 Waiting passengers were angry when they heard the ... (*flight – cancelled*)

38.2 **Complete the rewritten sentences using a noun formed from the italicised verb + as to and then a wh-word.** B

1 At the end the writers *suggest* when it is appropriate to correct students' grammar mistakes.
The writers end with suggestions as to when it is appropriate to correct students' grammar mistakes.
2 People have *argued* a great deal about how to define poverty.
There has been ...
3 For months people have *speculated* about whether President Malik would stand again.
There have been months ...
4 Scientists might *conclude* something about what their results imply.
Scientists might ...
5 We have still not *explained* definitely why the dinosaurs disappeared.
There is still ...

38.3 **Complete each sentence using an adjective from the box with that, a wh-word, or a preposition.** C

abusive	adamant	agreed	angry	apologetic	
not certain	complimentary	dismissive	~~doubtful~~	unsure	

1 The climbers were doubtful whether the clothes would be warm enough at high altitudes.
2 My boss is very unsympathetic and was ..... my complaints about the new software.
3 The company is ..... the child car seats are safe.
4 Mona tried to pick up the rabbit, but was ..... to hold it.
5 She was very ..... the window had been broken.
6 Rachel is normally very reliable and was extremely ..... turning up late.
7 Karim left for New York in September but he was ..... he would return.
8 The court heard that Hughes became ..... a police officer and was arrested.
9 Judi doesn't normally like spicy food, but was quite ..... my fish curry.
10 All the players are ..... the game should go on despite the weather.

→ Additional exercise 8 (page 240)

Unit 39

Should in that-clauses; the present subjunctive

A

We can sometimes report advice, orders, requests, suggestions, etc. about things that need to be done or are desirable using a **that-clause** with **should + bare infinitive**:

- They have proposed that Felix **should** *move* to their Munich office.
- We advised **that** the company **should not** *raise* its prices.

After **should** we often use **be + past participle** (passive) or **be + adjective**:

- They directed **that** the building **should** *be pulled down*.
- We insist **that** the money **should** *be available* to all students in financial difficulties.

B

In formal contexts, particularly in written English, we can often leave out **should** and use only the bare infinitive. This form is the *present subjunctive* (see Unit 85A for the *past subjunctive*) and is used to describe bringing about the situation expressed in the **that-clause**:

- They have proposed that Felix **move** to their Munich office.
- They directed that the building **be pulled down**.

Other verbs used with the present subjunctive: **advise, ask, beg, command, demand, insist, instruct, intend, order, prefer, recommend, request, require, stipulate, suggest, urge, warn**

To make a negative form, we use **not** (without 'do') before the verb:

- We advised that the company **not raise** its prices.

In less formal contexts we can use ordinary forms of the verb instead of the *subjunctive*. Compare:

- I suggested that he **should give up** golf. (*negative*: ... that he **shouldn't** give up ...)
- I suggested that he **give** up golf. (more formal) (*negative*: ... that he **not** give up ...)
- I suggested that he **gives** up golf. (less formal) (*negative*: ... that he **doesn't** give up ...)

C

We can also use **that-clauses** with **should** or the subjunctive after *reporting clauses* with nouns related to the verbs in **B** (e.g. **advice, order, proposal, warning**):

- The police issued an **order** that all weapons (should) be handed in immediately.
- The weather forecast gave a **warning** that people (should) prepare for heavy snow.

D

We can also use **should** or the subjunctive in a **that-clause** after **it + be + adjective**:

- **It is inappropriate** that he *(should) receive* the award again. (*or* ... that he *receives* ...)

Also: **advisable, appalling, appropriate, (in)conceivable, crucial, essential, imperative, important, obligatory, (un)necessary, urgent, vital**

E

We can use **should** in a **that-clause** when we talk about our own reaction to something we are reporting, particularly after **be + adjective**.

- *I am concerned* that she **should think** I stole the money.

Also: **amazed, amused, anxious, astounded, disappointed, shocked, surprised, upset**

Note that when we leave out **should** in sentences like this (= less formal) we use an ordinary tense, not a subjunctive.

- '*I am upset* that she **thinks** I stole the money.'

F

We can use **should** in a **that-clause** to talk about a situation that exists now:

- It's not surprising that they **should** *be seen* together – they're brothers.

or one that may exist in the future:

- We believe it is important that she **should** *take* the exam next year.

If we are talking about an intention or plan, we can often use a *subjunctive* rather than **should**:

- I've arranged that she **come** to the first part of the meeting. (*or* ... that she **should come** ... / ... that she **comes** ... / ... for her **to come** ...)

Exercises

39.1 **Report these statements from an engineering company board meeting. Use a that-clause with should (should + bare infinitive or should + be + past participle).** A–C

1 Lee said: 'I think it's important to expand business in South America.'
Lee felt that business in South America should be expanded.
2 Lee said: 'Mara Bianchi would make an excellent export manager. Let's promote her.'
Lee urged .....
3 Alice said: 'It would be valuable for us to send a sales representative to South Africa.'
Alice recommended .....
4 Alice said: 'The Centenary Bridge project ought to be completed by August next year.'
Alice reported .....
5 Simon said: 'It is vital to keep to our work schedules.'
Simon insisted .....
6 Simon said: 'I'd like all monthly reports sent to me directly.'
Simon instructed .....
7 Alina said: 'Perhaps we could use web conferencing for meetings to save money on air fares.'
Alina suggested .....
8 Alina said: 'Our head office must remain in London.'
Alina declared .....
9 Nathan said: 'It's okay for us to sponsor the European chess league for the next three years.'
Nathan agreed .....
10 Nathan said: 'In future, all claims for travel expenses are to be made in US dollars.'
Nathan announced .....

39.2 **Look again at your answers for 39.1. Can any of the sentences be written without should and still be correct? Write 'yes' if it is possible and 'no' if not.** A–C

1 ~~Lee felt that business in South America be expanded~~. No

39.3 **Expand the notes using a that-clause with should and an adjective from the box to make reporting sentences. More than one adjective may be possible, but use each once only.** D & E

amused **appalling** **astounded** **imperative** **~~inconceivable~~** **shocked** **upset** **urgent**

1 It is … / she / marry Ben.
It is inconceivable that she should marry Ben.
2 I am … / Kristina / behave so badly.
.....
3 I am … / anyone / vote for him.
.....
4 It is … / he / return home immediately.
.....
5 I am … / he / take his appearance so seriously.
.....
6 I am … / they / think I had cheated them.
.....
7 It is … / they / allowed to go free.
.....
8 It is … / we / act now to avoid war.
.....

Unit 40

Agreement between subject and verb 1

A

If a sentence has a singular subject, it is followed by a singular verb, and if it has a plural subject, it is followed by a plural verb; that is, the verb *agrees with* the subject. Compare:

Reminder → H1– H3

- **She** *lives* in China. *and* **More people** *live* in Asia than in any other continent.

When the subject of the sentence is complex, the following verb must agree with the main noun in the subject. In the examples below the subject is underlined and the main noun is circled. Note how the following verb, in italics, agrees with the main noun:

- Many leading members of the opposition party *have* criticised the delay.
- The only excuse that he gave for his actions *was* that he was tired.

The verb must agree with the subject when the subject follows the verb (see Units 99 & 100):

- Displayed on the board *were* **the exam results**. (*compare* The exam results *were* displayed …)

B

If the subject is a clause, we usually use a singular verb:

- To keep these young people in prison *is* inhuman.
- Having overall responsibility for the course *means* that I have a lot of meetings.
- Whoever took them *remains* a mystery.

However, if we use a **what-clause** as subject (see Unit 98B), we use a singular verb if the following main noun is singular, and either a singular or a plural verb if the following main noun is plural (although a plural verb is preferred in more formal contexts):

- What worries us *is* the poor selection **process**.
- What is needed *are* additional **resources**. (*or more colloquially* … needed *is* …)

C

Some nouns with a singular form, referring to groups of some kind, can be used with either a singular or plural form of the verb. These nouns are sometimes called *collective nouns*:

- **The council** *has* (or *have*) postponed a decision on the new road.

We use a singular verb if the institution or organisation is thought of as a whole unit, and a plural verb if it is thought of as a collection of individuals. Often you can use either with very little difference in meaning, although in formal contexts (such as academic writing) it is common to use a singular verb.

Also: **army, association, audience, class, club, college, commission, committee, community, company, crew, crowd, department, electorate, enemy, family, federation, generation, government, group, institute, jury, opposition, orchestra, population, press, public, school, team, university; the Bank of England, the BBC, IBM, Sony, the United Nations** (specific organisations)

In some contexts we have to use a singular or a plural form of the verb.

The committee usually **raise** their hands to vote 'Yes'. (*not* The committee usually raises its hands …)	This is something the individuals do, not the committee as a whole.
The school **is** to close next year. (*not* The school are to close …)	This is something that will happen to the school as a building or institution, not to the individuals in the school.

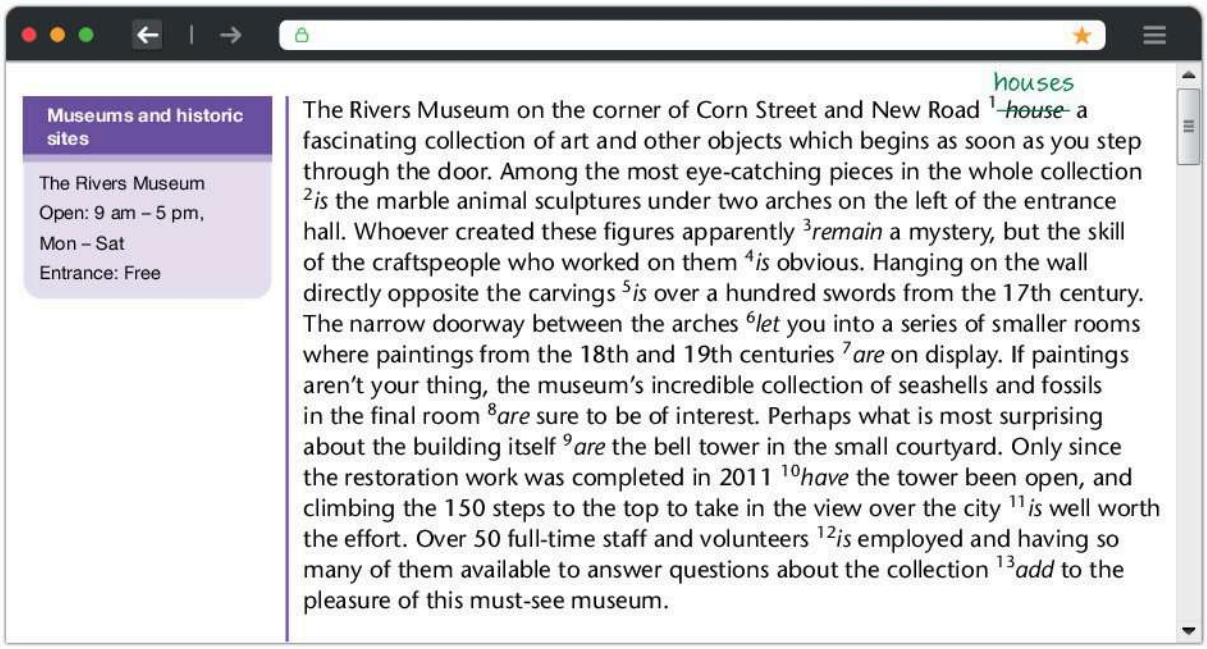
D

When names and titles ending in **-s** refer to a single unit we use a singular verb. Examples include countries; newspapers; titles of books, films, etc.; and quoted plural words or phrases:

- At this time of the year *the Netherlands* **is** one hour ahead of the UK.
- *The Machine Gunners* **was** one of Robert Westall's most successful books.
- '*Daps*' **is** the word used in the south-west of the country for sports shoes.

Exercises

40.1 **Correct ten mistakes in the italicised verbs in this museum review.** A & B



Museums and historic sites

The Rivers Museum
Open: 9 am – 5 pm,
Mon – Sat
Entrance: Free

The Rivers Museum on the corner of Corn Street and New Road [1] ~~*house*~~ houses a fascinating collection of art and other objects which begins as soon as you step through the door. Among the most eye-catching pieces in the whole collection [2]*is* the marble animal sculptures under two arches on the left of the entrance hall. Whoever created these figures apparently [3]*remain* a mystery, but the skill of the craftspeople who worked on them [4]*is* obvious. Hanging on the wall directly opposite the carvings [5]*is* over a hundred swords from the 17th century. The narrow doorway between the arches [6]*let* you into a series of smaller rooms where paintings from the 18th and 19th centuries [7]*are* on display. If paintings aren't your thing, the museum's incredible collection of seashells and fossils in the final room [8]*are* sure to be of interest. Perhaps what is most surprising about the building itself [9]*are* the bell tower in the small courtyard. Only since the restoration work was completed in 2011 [10]*have* the tower been open, and climbing the 150 steps to the top to take in the view over the city [11]*is* well worth the effort. Over 50 full-time staff and volunteers [12]*is* employed and having so many of them available to answer questions about the collection [13]*add* to the pleasure of this must-see museum.

40.2 **Complete each sentence with a noun from the box and an appropriate form of the verb in brackets (singular, plural or both).** C

audience **class** **jury** **orchestra** **press** ~~**team**~~ **the United Nations** **university**

1 The volleyball team play / plays twice a week in the summer. (*play*)
2 If the ..... to host the conference, I just don't know where we will be able to hold it. (*refuse*)
3 The worldwide television ..... for tomorrow's cup final ..... expected to be 200 million. (*be*)
4 The ..... classical concerts throughout the year. (*perform*)
5 The Junior Book Prize ..... three adults and three children. (*include*)
6 The ..... all passed the end-of-year exam. (*have*)
7 The ..... a picture of chaos in our schools, but it's just not like that at all. (*present*)
8 ..... ordered an investigation into the capture of members of its peace-keeping force in war zones around the world. (*have*)

40.3 **If necessary, correct the mistakes in these sentences or write ✓ if they are already correct.** A–D

1 The United States come top of the list of countries ranked by economic performance.
2 The people I know who have seen the film say that it's really good.
3 The *New Straits Times* report that tourism is booming in Malaysia.
4 *Northern Lights* are one of Suzanne's favourite books.
5 The stairs leading to the first floor were steep and poorly lit.
6 Chequers is the country house of the British Prime Minister.
7 Whoever made all the mess in the kitchen have to clear it up.
8 The phrase 'men in white coats' are used to talk about psychiatrists.
9 The public needs to be kept informed about progress in the peace talks.
10 Musical chairs are a party game where everyone dashes for a seat when the music stops.

→ Additional exercise 9 (page 240)

Unit 41

Agreement between subject and verb 2

A

With **any of**, **each of**, **either of**, **neither of**, or **none of** and a **plural noun / pronoun** we can use a *singular* or *plural* verb. (We use a singular verb in formal written English.)	○ I don't think **any of** them *knows* (or *know*) where the money is hidden. ○ **Neither of** the French athletes *has* (or *have*) won this year.
With **a / the majority of, a number of, a lot of, plenty of, all (of)**, or **some (of)** and a **plural noun / pronoun** we use a *plural* verb. (We use a singular verb with **the number of**.)	○ **A number of** refugees *have* been turned back at the border. ○ **The number of** books in the library *has* risen to over five million.
After **one of** and a **plural noun / pronoun** we use a *singular* verb. However, after **one of** + **plural noun / pronoun** + **who** we can often use either a singular or plural verb. (A plural verb is more formal.)	○ **One of** the reasons I took the job *was* that I could work from home. ○ He's **one of** those teachers who *insist / insists* on pupils sitting silently in class.
With **any of**, **none of**, **the majority of, a lot of, plenty of, all (of)**, **some (of)** and an **uncountable noun** we use a *singular* verb.	○ **All** the furniture *was* destroyed in the fire. ○ **None of** the equipment *appears* to be damaged.
With **every** or **each** and a **singular noun** or **noun phrase** with **and**, we use a *singular* verb. (For **each of**, see above.)	○ **Every** room *looks* over the harbour. ○ **Every** boy and girl *takes* part in the activity. ○ **Each** child *has* drawn a picture. *but* ○ The children *have* **each** drawn a picture.
With **everyone**, **everybody**, **everything** (and similar words beginning **any-**, **some-** and **no-**) we use a *singular* verb.	○ Practically **everyone** *thinks* that Phil should be given the job.

B

When a subject has two or more items joined by **and**, we usually use a plural verb:

○ **Ingrid and Tobias** *are* moving back to Australia.

However, phrases connected by **and** can also be followed by singular verbs if we think of them as making up a single item:

○ **The lorry, its cargo and passengers** *weighs* around 35 tonnes. (*or … weigh …*)

C

When a subject is made up of two or more items joined by (**either**) **… or …** or (**neither**) **… nor …** we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English), and a plural verb if the last item is plural:

○ **Either the station or the cinema** *is* a good place to meet. (*or … are …* in informal English)

○ **The President or his representatives** *are* to attend the meeting.

If the last item is singular and previous item plural, we can use a singular or plural verb:

○ **Either the teachers or the principal** *is* to blame for the accident. (*or … are* to blame …)

D

In **there** + **be** / **have** (see Unit 95) we use a singular verb form with singular and uncountable nouns and a plural form with plural nouns. However, in informal speech we often use a shortened singular form of **be** or **have** (= **There's**) with plural nouns:

○ Over the last few years **there** *have* been many **improvements** in car safety.

○ **There**'*s* been lots of good films on lately. (*or* **There**'*ve* been …)

Exercises

41.1 **Complete each set of sentences using nouns or phrases from (i) and appropriate present simple verb forms (active or passive) from (ii). If singular and plural verb forms are possible, write both.** A

(i) **his early paintings** **~~my children~~** **Dr Jones's acquaintances** **the food**

(ii) **remain** **~~remember~~** **taste** **know**

1 a I'd be surprised if any of my children remember / remembers my birthday.
b It's unlikely that any of ..... . It seems that he destroyed most of the work he produced during the 1930s.
c I don't think any of ..... particularly good. In fact, the restaurant is rather disappointing.
d An investigation is underway to discover whether any of ..... where he is.

(i) **vegetarians** **victims** **other museums** **medicines**

(ii) **exceed** **charge** **expect** **relieve**

2 a Mainly because of recent health scares involving beef and chicken, the number of ..... to rise dramatically in the next five years.
b A number of ..... the symptoms of influenza, but none can cure it.
c It is estimated that the number of ..... of the flooding ..... 100,000.
d You can still go into the National Museum for free, although a number of ..... in the capital ..... people for entry.

(i) **player** **these factors** **the cars** **the pieces**

(ii) **last** **test** **influence** **try**

3 a The whole concert includes twenty short items from young musicians. Each of ..... about five minutes.
b The aim of the game is quite simple. Each ..... to buy as many properties on the board as possible.
c Each of ..... for safety, fuel economy and reliability.
d There are four major influences on exchange rates: price levels, tariffs, preference for imported goods, and productivity. Here we investigate how each of ..... the exchange rate.

41.2 **Complete the sentences with present simple forms of the verb in brackets. If both singular and plural verb forms are possible, write both.** A–D

1 Plenty of jobs ..... available, but no one ..... them because they're so poorly paid. (*be / want*)
2 The majority of those questioned ..... that the government's economic policies have failed, although neither the Prime Minister nor the Education Minister ..... indicated that these policies will change. (*think / have*)
3 It's the first time that either of us ..... been to China, but everyone we've met here ..... been very welcoming and helpful. (*have / have*)
4 Professor Smith and Dr Peters ..... that the wreck of the ship and its cargo ..... a danger to local people fishing near the island. (*claim / constitute*)
5 A: Oh, good, sausages and chips ..... my favourite.
B: Sorry, all the sausages ..... gone, but there ..... plenty of chips left if you want some. (*be / have / be*)

→ Additional exercise 9 (page 240)

Unit 42

Agreement between subject and verb 3

A Plural nouns

Some nouns are usually plural and take a plural verb:

- The company's **earnings** *have increased* for the last five years.

Also: **belongings, clothes, congratulations, goods, outskirts, overheads, particulars** (= information), **premises** (= building), **riches, savings, stairs, surroundings, thanks**

Note that **whereabouts** can be used with either a singular or plural verb, **police** and **people** always take a plural verb, and **staff** usually does:

- **Police** *believe* that Thomas is in Brazil, although his exact **whereabouts** *are / is* unknown.
- **Staff** *say* that the new computer system has led to greater levels of stress in their work.

B Plural nouns used with singular verbs

Although the words **data** and **media** (= newspaper, television, etc.) are plural (singular **datum** and **medium**), they are commonly used with a singular verb. However, in formal contexts such as academic writing a plural verb is preferred. Note that other similar plurals such as **criteria** and **phenomena** (singular **criterion** and **phenomenon**) are always used with plural verbs. Compare:

- All the **data** *is* available for public inspection. (*or* … *are* available …) *and*
- I agree that the **criteria** *are* not of equal importance. (*not* … the criteria is not …)

C Uncountable nouns ending in -s

Some uncountable nouns always end in **-s** and look as if they are plural, but when we use them as the subject they have a singular verb:

- The **news** from the Middle East *seems* very encouraging.

Also: **means** (= 'method' or 'money'); **economics, linguistics, mathematics, phonetics, physics; politics, statistics, etc. (= academic subjects); athletics, gymnastics; diabetes, measles, rabies**

However, compare:

academic subject	*general use*
Politics *is* popular at this university.	Her **politics** *are* bordering on the fascist. (= political belief)
Statistics *was* always my worst subject.	**Statistics** *are* able to prove anything you want them to. (= numerical information)
Economics *has* only recently been recognised as a scientific study.	The **economics** behind their policies *are* unreasonable. (= the financial system)

D Agreement with measurements, percentages, etc.

With a phrase referring to a measurement, amount or quantity we usually prefer a singular verb:

- Only **three metres** *separates* the runners in first and second places. (*rather than* … separate …)

and a singular verb must be used when the complement is a singular noun phrase (e.g. a long time):

- **Three hours** *seems* a long time to take on the homework. (*not* Three hours seem …)

When the first noun in a complex subject is a percentage or a fraction the verb agrees with the noun closest to the verb. Compare:

- **An inflation rate** of only 2% *makes* a difference to exports. (verb agrees with main noun) *and*
- About 50% / half of **the houses** *need* major repairs. (verb agrees with closest noun)

Where we use a singular noun that can be thought of as either a whole unit or a collection of individuals, we can use either a singular or plural verb:

- Some 80% of **the electorate** *is* expected to vote. (*or* … *are* expected …)

Exercises

42.1 **If necessary, correct the italicised verbs.** A & B

1 Dr Darsee's present whereabouts *is* unknown.
2 Phenomena such as sun spots *have* puzzled scientists for centuries.
3 Over the last decade the company's overheads *has* increased dramatically.
4 The research data *was* collected during the period 12th–29th July of last year.
5 Congratulations *goes* to Ricky Branch for his excellent exam results.
6 The coastal surroundings of the village *is* particularly attractive.
7 He feels that the media *have* criticised him unfairly.
8 Further particulars about the house *is* available from the owner.
9 People *says* the house is haunted.

42.2 **Complete the sentences using suitable present simple verbs.** C

1 Modern linguistics ..... often said to have begun at the start of the 20th century.
2 I think the Senator's politics ..... extremely right-wing.
3 If athletics ..... neglected in schools, this will have a big impact on future national teams.
4 Measles ..... responsible for the death of a large number of children in the region.
5 Contact us by whatever means ..... most convenient for you: phone, email or text.
6 Recent statistics ..... evidence of a rapid increase in living standards in Asia.

42.3 **Complete these extracts from news articles with a singular or plural form of the verbs in brackets. If both singular and plural forms are possible, write both.** A–D; also Unit 40

1 The outskirts of our cities ..... (*have*) benefited from the new out-of-town shopping centres that ..... (*have*) recently been built. Around a third of the population regularly ..... (*shop*) out of town.

2 On average, 25 litres of water ..... (*be*) used each day per household and as the population ..... (*expect*) higher living standards, this figure will rise.

3 Some 36% of the office space in London ..... (*be*) presently empty and the opposition parties ..... (*blame*) high property prices.

4 Three centimetres ..... (*be*) all that separated the first two runners in last night's 10,000 metres and the sports club ..... (*have*) declared the race a dead-heat.

5 The research group now ..... (*admit*) that the criteria they used ..... (*be*) not totally reliable, and that the figure of 85% ..... (*be*) exaggerated.

6 Following last week's major art theft from the Arcon Art Gallery, the premises ..... (*be*) searched by police last night and the owner's belongings ..... (*have*) been taken away for further inspection.

7 A survey of the opinions of students ..... (*show*) that economics ..... (*be*) the least popular university subject. However, 90% of the economics students surveyed ..... (*believe*) that their courses are well taught.

8 Sufferers from diabetes ..... (*have*) welcomed the launch by Federex of a new drug to combat the disease. The company ..... (*say*) that earnings from the drug ..... (*be*) to be put back into further research.

→ Additional exercise 9 (page 240)

Unit 43

Compound nouns and noun phrases

A

In a compound consisting of **noun + noun**, often the second noun gives the general class of things to which the compound belongs and the first noun indicates the type within this class. The first noun usually has a singular form:

Reminder → H4– H12

- **an address book** (= a book for addresses; *not* an addresses book)

However, there are a number of exceptions. These include –

☆ when the first noun only has a plural form:

- **a savings account** **a customs officer** **a clothes shop** (compare **a shoe shop**) **the arms trade** (arms = weapons) **a glasses case** (glasses = spectacles. Compare 'a glass case' = a case made of glass) **an arts festival** (arts = music, drama, film, dance, painting, etc. Compare 'an art festival'; art = painting, drawing and sculpture)

☆ when we refer to an institution (an industry, department, etc.), such as

- **the building materials industry** **the publications department**

which deals with more than one kind of item or activity (different types of building material, different forms of publication).

Note that to make a compound noun plural we usually make the second noun plural:

- **coal mine(s)** **office worker(s)** **tea leaf / leaves**

B

Sometimes a **noun + noun** is not appropriate and instead we use **noun + -'s + noun** (possessive form) or **noun + preposition + noun**. In general, we prefer **noun + -'s + noun** –

☆ when the first noun is the user (a person or animal) of the item in the second noun:

- **a baby's bedroom** **a lion's den** **a women's clinic** **a girls' school** **birds' nests**

Note that we use **'s** after singular nouns (*baby's, lion's*) and plural nouns that don't end in *-s* (*women's*) and **s'** after plural nouns ending in *-s* (*girls', birds'*).

☆ when the item in the second noun is produced by the thing (often an animal) in the first:
goat's cheese **duck's eggs** **cow's milk** (but note **lamb chops** and **chicken drumsticks**)

☆ when we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:

- **a woman's face** **a boy's arm** *but* **a pen top** **a computer keyboard**

We prefer **noun + preposition + noun** –

☆ when we talk about some kind of container together with its contents. Compare:

- **a cup of tea** (= a cup with tea in it) *and* **a tea cup** (= a cup for drinking tea from)

☆ when the combination of nouns does not refer to a well-known class of items. Compare:

- **income tax** (a recognised class of tax) *and* **a tax on children's clothes** (*rather than* 'a children's clothes tax')

C

Some compound nouns are made up of verbs and prepositions or adverbs, and may be related to a multi-word verb (see Unit 94). Compare:

- He **broke out** of the prison by digging a hole through the wall. (= escaped) *and*
- There was a major **break-out** from the prison last night. (= prisoners escaped)

Countable compound nouns like this have a plural form ending in **-s**:

- **printout(s)** **push-up(s)** **intake(s)** **outcome(s)**

However, there are exceptions. For example:

- **looker(s)-on** (*or* **onlooker[s]**) **runner(s)-up** **passer(s)-by** **hanger(s)-on**

D

We can form other kinds of hyphenated phrases that are placed before nouns to say more precisely what the noun refers to:

- a **state-of-the-art** (= very modern) tablet PC **up-to-date** information

Exercises

43.1 **If necessary, correct the italicised words.** A & B

1 Ali worked for a long time in (a) *the parks department*, but a few years ago he retrained, and now he's (b) *a computers programmer*. Of course, what he really wants to be is (c) *a films star!*
2 I was waiting at (a) *the bus stop* this morning when a cyclist on her way to the (b) *girl school* up the road got knocked off her bike. Someone got out of a car without looking and (c) *the car's door* hit her. She was very lucky not to be badly hurt, although she did have (d) *a head cut*.
3 I shouldn't be long at (a) *the corner shop*. I've just got three things on my (b) *shopping list* – (c) *a milk bottle*, (d) *a biscuit packet*, and (e) *some teethpaste*. I'll also look for (f) *some goat's cheese*, but I don't think they'll have any.
4 The tracks on his latest album range from (a) *love songs* to (b) *pollution songs*.
5 Marta hated going into her grandfather's old (a) *tools shed*. It was full of (b) *spider webs*.
6 When Jake was cleaning his (a) *armschair*, he found a lot of things that had slipped down the back. There was an old (b) *pen top*, a piece from (c) *the 500-pieces jigsaw puzzle* that his daughter had been doing, and his (d) *glass case* with his sunglasses inside.

43.2 **Underline the multi-word verbs in sentences 1–4, then complete sentences 5–8 with the corresponding compound nouns.** C

1 Nathan tried to cover up the fact that he had lied and lost most of his money.
2 It is reported that cholera has broken out in the refugee camp.
3 I'm flying to Sydney, but I'm stopping over in Singapore for a few days on the way.
4 On the first Friday of each month, a few of us get together and go ten-pin bowling.
5 The minister was taken ill in Iceland during a short ..... on his way back to Canada.
6 We didn't have a big party for Jo's 50th birthday, just a family ..... .
7 Allegations of a ..... of a major leak of radioactive waste from the nuclear power plant have been strongly denied by the Energy Ministry.
8 Only two years ago there was a serious ..... of malaria in the town.

43.3 **Match the halves of these phrases, then use them to complete the sentences below. The meaning of the correct phrase is given in brackets.** D

~~day-to-~~	down-to-	larger-than-
man / woman-in-the-	once-in-a-	step-by-
middle-of-the-	round-the	

clock	~~day~~	earth	life	lifetime	road	step	street

1 Although the Managing Director of the company was involved in major decisions, she left the ..... running of the company to her staff. (*routine*)
2 The party will never regain power unless it can persuade ..... voters that it has rid itself of corruption. (*not politically extreme*)
3 Since the attempt to assassinate him last year, the Defence Minister has been given ..... protection by the police. (*all day and all night*)
4 The bookcase came with simple, ... instructions on how to assemble it. (*progressing from one stage to the next*)
5 When the comet passes close to Earth next week, scientists will have a ..... opportunity to study its effects on our atmosphere. (*very rare*)
6 Eleni has a refreshing, ... approach to management. She's much less concerned with theory than with getting things done in the most efficient way possible. (*practical*)
7 The ..... isn't interested in the finer points of the government's tax policy. They just want to know if they are going to take home more or less pay. (*ordinary person*)
8 Her father was a ..... character who was well known throughout the village for his eccentric way of dressing and outspoken views. (*more exaggerated than usual*)

→ Additional exercise 9 (page 240)

Unit 44

A / an and one

A

We use **a** before nouns and noun phrases that begin with a consonant sound. Reminder → I6–7
If the noun or noun phrase starts with a vowel *letter* but begins with a consonant *sound*, we also use **a**:

a university (/ə juːn …/) **a E**uropean (/ə jʊər …/) a **o**ne-parent family (/ə wʌn …/)

We use **an** before words that begin with a vowel sound, including a silent letter 'h':

- **an o**range **an I**talian **an u**mbrella **an h**our **an h**onour

and abbreviations that when said as individual letters, begin with a vowel sound:

- **an M**P (/ən em piː/) **an F**BI agent (/ən ef biː aɪ …/) **an I**OU (/ən aɪ əʊ juː/)

But compare abbreviations said as words:

- **a NATO** general (/ə neɪtəʊ … /) **a FIFA** official (/ə fiːfə … /) *but* **an OPEC** meeting (/ən əʊpek … /)

Note that we say:

- **a history** (book) *but* **an** (*or* **a**) **historical** (novel)

B

We use **a** / **an** (not **one**) to talk about a particular but unspecified person, thing or event:

- I really need **a** cup of coffee.
- You never see **a** police officer in this part of town, do you?

We also use **a** / **an**, not **one**, in number and quantity expressions such as:

- three times **a** year half **an** hour **a** quarter of **an** hour **a** day or so (= 'about a day')
  50 cents **a** (= each) litre (note we can also say '50 cents for one litre')
  a week or two (= between one and two weeks; note we can also say 'one or two weeks')
  a few **a** little **a** huge number of …

We use **a** rather than **one** in the pattern **a** … **of** … with possessives, as in:

- She's **a** colleague **of** mine.
- That's **a** friend **of** Gabriel's.

C

Before a singular countable noun, **one** and **a** / **an** both refer to one thing:

- We'll be in Australia for **one** year. (*or* … **a** year.)
- Wait here for **one** minute, and I'll be with you. (*or* … **a** minute …)

Using **one** gives a little more emphasis to the length of time, quantity, amount, etc.:

- That panda weighs **one** hundred and twenty kilos! Would you believe it! (using **one** emphasises the weight more than using **a**)

However, we use **one** rather than **a** / **an** if we want to emphasise that we are talking about *only* one thing or person rather than two or more:

- Do you want **one** sandwich or two?
- Are you staying only **one** night?
- I just took **one** look at her and she started crying.

We use **one**, not **a** / **an**, in the pattern **one** … **other** / **another**:

- Close **one** eye, and then the **other**.
- Bees carry pollen from **one** plant to **another**.

We also use **one** in phrases such as **one day**, **one evening**, **one spring**, etc. to mean a particular, but unspecified, day, evening, spring, etc.:

- Hope to see you again **one day**.
- **One evening**, while he was working late at the office …

Exercises

44.1 **Write a or an in the spaces.** A

1 ..... unpaid bill
2 ..... DIY shop
3 ..... MP3 player
4 ..... Euro
5 ..... STEM subject
6 ..... Olympic medal
7 ..... AGM
8 ..... U-turn
9 ..... heirloom
10 ..... NASA launch
11 ..... UN decision
12 ..... SOS message
13 ..... F grade
14 ..... hero

44.2 **If necessary, correct a / an or one in these sentences, or write ✓. In which sentences are a / an and one both possible?** B & C

1 I usually go to the gym four times one week.
2 There's more than one way to solve the problem.
3 I phoned the council to complain, but just got passed on from a person to another.
4 The rate of pay is really good here. You can earn over £30 one hour.
5 Maybe we could go skiing one winter.
6 The apples are €1.50 one kilo.
7 Are you hungry? Would you like one piece of cake?
8 The rules say that there is only one vote per member.
9 You can get 128GB of data on one flash drive.
10 A: What would Leah like for her birthday?
B: Why don't you ask Moritz? He's one good friend of her and will have some ideas.
11 There's one pen on the floor. Is it yours?
12 The library books are due back in one month.
13 Do you want some of my chips? There are too many here for a person.
14 I'm going to London for one day or two.
15 Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
16 It will take more than one morning to finish the decorating.



44.3 **Which is more appropriate, a / an or one? If both a / an and one are possible, write them both.** B & C

1 If you wait ..... second I'll get my coat and come too.
2 I want to see the river ..... last time before I leave.
3 The President is visiting the city ..... day in November.
4 It was announced that the plane would be approximately ..... hour late.
5 I could hear the sound of ..... helicopter in the distance.
6 I'd just like to say ..... thing before I go.
7 Misaki's baby is ..... year old already.
8 Dinner should be ready in ..... hour or so.
9 Hugo came over ..... evening last week.
10 I've painted ..... wall already and I'll do the other tomorrow.
11 I'd like to make ..... point here, Carlos, if I may.
12 ..... large number of people had gathered in the square.

→ Additional exercise 10 (page 241)

Unit 45

A / an, the and zero article 1

A

We usually use **the** when we talk about – Reminder → I1– I9

☆ things which are unique; that is, there is only one of them (or one set of them):

- **the world** **the sky** **the atmosphere** **the sun** **the ground** **the climate** **the horizon** **the human race** **the environment** **the travel industry** **the internet**

☆ general geographical areas with **the** as in:

- **the beach** **the town** **the sea(side)** **the land** **the country(side)** (where 'the country' or 'the countryside' means 'the area where there are no towns')

☆ **the past** **the present** **the future**

Note, however, that some nouns like this can be used with **zero article** (i.e. no article) to refer to a concept in general:

- **Climate** is one of the many factors involved in changing farming methods. (*or* **The climate** …)
- These flowers grow best in sandy soil and **sun**. (= sunshine)
- In autumn the temperature difference between **land** and **sea** decreases. (*or* … **the land** and **the sea** …)

If we want to describe a particular instance of these we can use **a** / **an**. Compare:

- I could see the plane high up in **the sky**. *and*
- When I woke up there was **a bright blue sky**.
- What are your plans for **the future**? *and*
- She dreamt of **a future where she could spend more time painting**.

B

We can use **the** when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of **the** and **a** / **an** in these sentences:

- **The computer** has revolutionised publishing. (this refers to computers in general) *but not* A computer has revolutionised publishing. (not an individual computer)
- **The computer** is an important research tool. *and*
- **A computer** is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to **the** + **singular countable noun** we can use a plural countable noun to talk about a class of things:

- **Computers** are an important research tool.

Note that if **the** is used with plural and uncountable nouns we refer to a specific thing or group:

- **The computers** have arrived. Where shall I put them?
- **The music** was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use **a** / **an** rather than **the**:

- **A corkscrew** is a gadget for getting corks out of bottles.
- **A garden** is there to give you pleasure, not to be a constant worry.

C

Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about particular instances of it. When these nouns are used countably we can use **a** / **an** (and plurals). Compare:

- I don't drink **coffee**. *and* Would you like **a coffee**? (= a cup of coffee)
- He shook with **fear**. *and* He has **a fear** of heights.

There are many other nouns like this, including **conversation**, **iron**, **pleasure**, **shampoo**, **sound**. Some of these nouns (e.g. **iron**, **paper**) have different meanings when they are used countably and uncountably.

Exercises

45.1 **Complete both sentences in each pair using one word from the box. Add the or a / an in an appropriate place in each sentence.** A

beach **future** **past** **world**

1 a I think the best Australian wine is as good as any in ..... .
b As a child, Dariya would often daydream about travelling forward in time to ..... very different from the one she lived in.
2 a If we are elected, we will build our policies on the simple belief that our purpose is to create bright ..... for our children rather than achieving short-term goals for ourselves.
b Although our current financial position is worrying, we have many new orders for our products and ..... is looking very positive.
3 a I remember ..... better than things that happened recently.
b Many tourists come to the village looking for ..... that never really existed.
4 a If you want to get away from it all, you can take a small boat to deserted ..... on one of the islands.
b Dear Mum and Dad, We're having a great holiday. The weather's wonderful and we're spending most of our time on ..... .

45.2 **Underline the correct or more likely answer. If both answers are possible, underline them both.** B

1 We get some strange requests in our shop. We had *the customer* / *a customer* in the other day who wanted to buy chocolate-covered ants.
2 It often seems that *the individual* / *an individual* can have little impact on government policy.
3 The invention of *a car* / *the car* is normally attributed to the German engineer Gottlieb Daimler.
4 *The television* / *A television* has changed the way we think more than any other modern invention.
5 The campaign against smoking in public places argues that its harmful effects are not confined to *the smoker* / *a smoker*.

45.3 **Complete the sentences using the nouns from the box. Use each noun twice. If necessary, insert a / an in the correct place.** C

conversation **shampoo** **iron** **pleasure** **sound**

1 My sisters were clearly having a serious conversation so I didn't like to disturb them.
2 It now gives me great ..... to introduce that marvellous performer, Marco Lutman.
3 As we walked through the rainforest we heard ..... we weren't expecting – the ring of a mobile phone.
4 You can usually find little bottles of ..... in hotel bathrooms.
5 Most red meat is relatively high in ..... .
6 ..... travels at different speeds, depending on the temperature of the air.
7 It's real ..... to travel by rail in Sweden. The trains are clean and punctual.
8 I need ..... that's good for dry hair.
9 Although he's got ..... he never seems to use it. His shirts are always creased.
10 As she walked into the garden, ... ceased and everyone at the party stared at her.



→ Additional exercise 10 (page 241)

Unit 46

A / an, the and zero article 2

A

We use **a / an** to talk about a type of job:

Reminder → I1– I9

- She was **a company director** when she retired.
- Against her parents' wishes, she wants to be **a journalist**.

However, when we give a person's job title, or their unique position, we use **the** or **zero article** (i.e. no article), not **a / an**. Compare:

- She's been appointed (**the**) **head of the company.** *and*
- I'm **a production manager** at Fino. (= there may be more than one production manager)

After **the position of**, **the post of**, or **the role of** we use **zero article** before a job title (Note that job titles often start with capital letters):

- Dr Simons has taken on **the position of** Head of Department.

B

We usually use **zero article** before the name of an individual person or place. However, we use **the** –

☆ when there are two people with the same name to specify which one we mean:

- That's not **the Stephen Fraser** I went to school with.

but compare 'There was **a** Stephen Fraser in my class.' (= a person named Stephen Fraser)

☆ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /ðiː/:

- Do they mean ***the*** **Neil Armstrong**, or someone else?

☆ with an adjective to describe a person, or another noun which tells us their job:

- **the late Stephen Hawking** (= no longer alive)
- **(the) artist Joseph Turner** ('the' is sometimes left out, particularly in journalism)

☆ when we talk about a family as a whole:

- **The Robinsons** are away this weekend.

C

Note that **a / an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:

- Majid plays tennis well, but he'll never be **(a) Roger Federer**.

We also use **a / an** when we refer to an individual example of a product made by a particular manufacturer (e.g I've just bought **a** Mercedes) or a work by a particular artist (e.g. Do you think it could be **a** Van Gogh / **a** Rembrandt?).

You can use **a / an** before a person's name if you don't know the person yourself. Compare:

- Dr Lee is here for you. (= I know Dr Lee) *and*
- There's **a** Dr Amy Lee on the phone. (= I haven't heard of her before) Do you want to talk to her?

D

When telling stories and jokes, **this** is commonly used instead of **a / an** to introduce a new person or thing. Using **this** highlights the person or thing as the topic of what is to come next:

- As I was walking along, **this** spider (= a spider) landed on my head, and …
- **This** man (= a man) goes into a chemist and he says …

E

We use **the** before a *superlative adjective* (**the biggest**, **the most expensive**, etc.) when the superlative adjective is followed by a noun or defining phrase:

- He is **the finest** *young player* around at the moment.

However, we can often leave out **the**, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective. Compare:

- A: Why did you decide to stay in this hotel?
  B: It was (**the**) **cheapest**. *and* It was **the cheapest** I could find.

Exercises

46.1 **If necessary, correct any mistakes in these sentences. If they are already correct, write ✓.** A–C

1 She was determined to be author one day.
2 She recently became the minister in the new government.
3 A: What make is your computer? B: It's Mac.
4 I found myself talking to Mariah Carey! Not Mariah Carey, of course, but someone with the same name.
5 I didn't even know Clara was interested in art until I heard that she owns Van Gogh.
6 I've been offered the position of Director of Personnel.
7 We're going on holiday with Nielsens.
8 He's really keen on athletics. He likes to think of himself as the Usain Bolt.

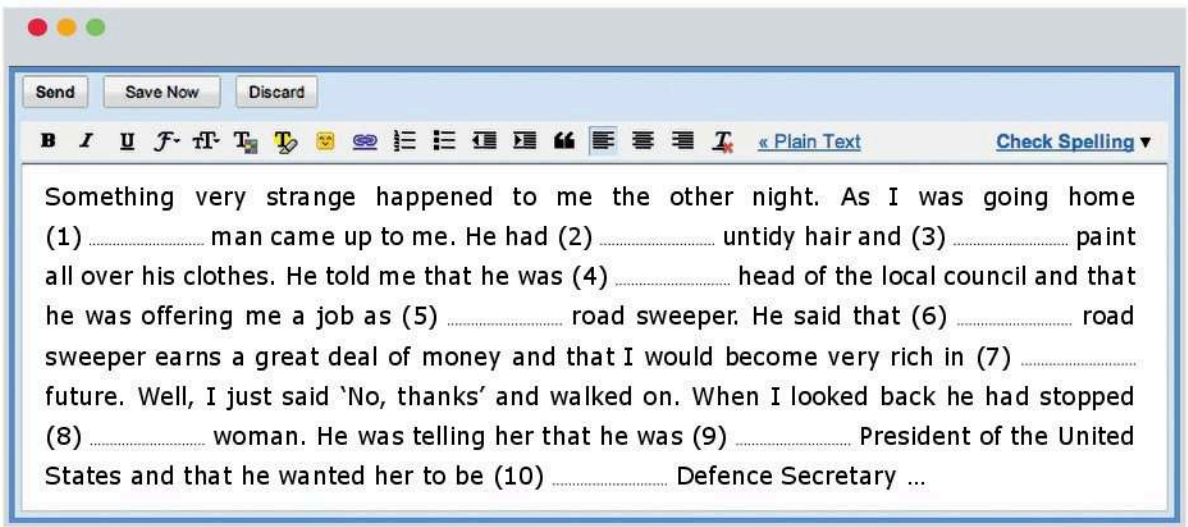
46.2 **Put a / an, the or zero article (–) in the spaces. Give all possible answers.** A–C

1 I'm ..... marketing adviser at Dozzle.
2 Leon's ..... manager of his local football team.
3 She has been appointed ..... Minister for Industry.
4 A special award was given to ..... novelist Ian McMurphy.
5 Let me introduce you to ..... Georgia Rossi.
6 We met our good friend ..... Eliza Borg when we were in ..... Malta.
7 When Lucia was young she knew ..... Picasso.
8 ..... Linda Green is outside. Do you want to see her?

46.3 **If the italicised the can be left out of these sentences, put brackets around it.** E

1. It's *the* best ice-cream I've ever tasted.
2 Rodrigo's boat wasn't the most elegant in the harbour, but it was certainly *the* biggest.
3 I thought the second competitor was *the* best, even though he didn't win a prize.
4 This is by far *the* most valuable painting in the collection.
5 A: Why did you ask Martina to go first? B: Because she's *the* oldest.
6 Sapphires occur in a variety of colours, but blue ones are *the* most valuable.
7 The Pacific is *the* biggest ocean in the world.
8 It's supposed to be *the* oldest post office in the country.

46.4 **Complete the email with a / an, the, zero article or this. Give alternatives where possible.** Units 45 & 46



→ Additional exercise 10 (page 241)

Unit 47

A / an, the and zero article 3

A

With plural and uncountable nouns, **zero article** is used to talk generally, without definite people or things in mind. **The** is used when we are referring to specific people or things. Compare:

Reminder → I1– I9

- The government has promised not to tax **books**. (= books generally) *and*
- **The books** have arrived. (= the books you ordered)
- **Music** played an important part in his life. (= music generally) *and*
- I thought **the music** used in the film was the best part. (= that particular music)

B

We often use **zero article** with the names of holidays, special times of the year, months, and days of the week including **Easter**, **Ramadan**, **New Year's Day**. But compare:

- I'll see you on **Saturday**. (= next Saturday)
- We met on **Saturday**. (= last Saturday)
- They came on **a Saturday** as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- They came on **the Saturday** after our party. (a particular Saturday, specifying which one)

With **winter**, **summer**, **spring**, **autumn**, and **New Year** (meaning the holiday period), we can use either **zero article** or **the**:

- In (**the**) **summer** I try to spend as much time as I can in the garden.

We use **the** when it is understood or we go on to specify which summer, spring, etc. we mean:

- I'd like to go skiing in **the autumn**. (= this year)
- I first went skiing in **the spring** of 2002.

We say 'in the New Year' to mean near the beginning of next year:

- I'll see you again in **the New Year**.

When we want to say that a particular holiday, season or period of time was somehow special, we can use **It / That was ... + a / an + noun + modifying phrase**. Compare:

- That was **a** winter I'll never forget. (= compared to other winters it was unforgettable) *and*
- That was **the** winter we went to Norway. (= a statement about a particular winter)

C

We use **zero article** with times of the day and night such as **midnight**, **midday**, and **noon**:

- If possible, I'd like it finished by **midday**.
- **Midnight** couldn't come quickly enough.

But note that we can say either **the dawn** or **dawn**:

- He got back into bed and waited for (**the**) **dawn**.

We use **the + morning / afternoon / evening** for a day which is understood or already specified:

- I enjoyed **the morning**, but in **the afternoon** the course was boring.

But compare:

- **Morning** is the time I work best. (= mornings in general; **The morning** ... is also possible)
- I'll be there **by** (**the**) **morning / evening**. (*but* ... **by the afternoon**, *not* ... by afternoon)
- I waited **all morning**. (*more usual than* all the morning / afternoon, etc.)
- 'You look upset.' 'Yes, I've had **a** terrible **morning**.' (= compared to other mornings)

D

We use **by + zero article** with some verbs to talk about means of transport and communication. Compare:

- I generally go **by bus** to work. *and*
- I generally take **the bus** to work.

Also: **go / travel *by* car / taxi / bus / plane / train / air / sea**; **contact / communicate *by* post / email / phone**

Exercises

47.1 **Complete both sentences in each pair using one word from the box. Add the where necessary.** A

agriculture **children** **fire** **holidays** **islands** **money** **parents** **rain**

1 a ..... as young as ten are working in the clothing industry.
b While you're painting the sitting room, I'll take ..... over to the park.
2 a As the soil quality deteriorated, so too did ..... on which the region depended.
b Around 60% of the labour force in the county is supported by ..... .
3 a Around the world ..... are being threatened by rising sea levels.
b ..... off the east coast of Malaysia are beautiful.
4 a I've been really busy at work, so I'm really looking forward to ..... .
b ..... in the Brazilian rainforests are now becoming popular with travellers.
5 a Farmers will be hoping for ..... in the next few weeks.
b Last night ..... was torrential.
6 a I've left ..... I owe you on your desk.
b It is said that ..... is the root of all evil.
7 a ..... will be able to use this software to check their child's use of the internet.
b ..... of Paul Thomas claimed that he was at home at the time of the robbery.
8 a It isn't known how ..... started.
b Animals fear ..... more than anything else.

47.2 **Complete the dialogues with a / an, the or zero article (–), whichever is more likely. Where more than one answer is possible, consider any difference in meaning.** B & C

1 A: What's the matter?
B: I've been working in the garden all ..... afternoon and my back aches.
2 A: Can you remember when we last saw Alex?
B: It was ..... Sunday in June, I think.
3 A: When did you get your laptop?
B: July 15th last year. I remember because it was also ..... day I passed my driving test.
4 A: I haven't seen Subin for months. B: He's been away in South Africa for ..... winter.
5 A: I've spent ..... afternoon on the phone to my mother. B: Why? Is there a problem?
6 A: Shall we go out walking on ..... Sunday? B: No, I'm busy this weekend.
7 A: Do you remember when Mateo did all the cooking?
B: Of course. It was ..... Christmas the rest of us had flu.
8 A: I'll see you again after ..... Christmas. B: Okay. Have a good holiday.
9 A: That old coat of yours won't be warm enough for ..... winter.
B: You're right. I need a new one.
10 A: Remember when Lars and Ella had that terrible row?
B: How could I forget? That was ..... day I wouldn't want to go through again.

47.3 **Complete the sentences using the words from the box (more than once). Add any other necessary words.** D

air **car** **email** **post**

1 A: I got ..... from Carla yesterday. B: How is she now?
2 The train was cancelled so I had to come ..... .
3 Research has found that living plants are efficient at absorbing pollutants in ..... .
4 The application forms came in ..... this morning.
5 The exam results will be sent ..... on 24th August.
6 It's raining so I think I'll take ..... .
7 A: Shall I send Goran a letter? B: No, the quickest way to get in touch with him is ..... .
8 Thailand – Getting there ..... : The main international airport in Thailand is Suvarnabhumi Airport …

→ Additional exercise 10 (page 241)

Unit 48

Some and any

A Some

Reminder → I10–I21

Before plural and uncountable nouns we sometimes use **some** or **zero article** (i.e. no article) with very little difference in meaning:

- 'Where were you last week?' 'I was visiting (**some**) friends.'
- Before serving, pour (**some**) yoghurt over the top.

With both **some** and **zero article**, we are referring to particular people or things but in an indefinite way. When it is used in this way, **some** is usually pronounced /səm/.

We don't use **some** to make general statements about whole classes of things or people:

- **Machinery** can be dangerous unless used properly.
- **Babies** need a lot of attention.

B

Some is used before a number to mean 'approximately':

- **Some** eighty per cent of all residents took part in the vote. (= approximately eighty per cent)

When it is used in this way, **some** is usually pronounced /sʌm/.

C

When we don't know, can't remember, or it is not important exactly which person or thing we are talking about, we can use **some** instead of **a / an** with a singular noun. When it is used in this way, **some** is usually pronounced /sʌm/.

- He was interrupted twice by **some** troublemaker in the audience.

We use the phrase **some (thing) or other** in a similar way:

- I bought them from **some** shop **or other** in New Street. (*not* … from a shop or other …)

D Any

We usually use **any** not **some** (and **anyone**, **anything**, etc. not **someone**, **something**, etc.) –

- ☆ in non-affirmative contexts.
- ☆ to refer to non-specific, unspecified things.

For example, we generally use **any** in sentences with a negative meaning:

- There's *hardly* **any** sugar left.
- I closed the windows to *prevent* **any** flies getting in.
- It was *impossible* to see **anything** in the dark.
- We got to the airport *without* **any** difficulty.

Also with: **barely, never, rarely, scarcely, seldom** (= negative adverbs); **deny, fail, forbid, prohibit, refuse** (= negative verbs); **reluctant, unable, unlikely** (= negative adjectives)

However, we use **some** with these negative words–

- ☆ when **some** (pronounced /sʌm/) has the implication 'not all':
  - I talk to colleagues *before* I make **some** decisions, but I had to make this one on my own.
- ☆ when the basic meaning is positive:
  - **Somebody** isn't telling the truth. (= There is some person [who isn't telling the truth])
- ☆ when we are talking about a particular but unspecified person or thing:
  - I was *reluctant* to repeat **something** so critical of Paul. (= a specific criticism)

E

We often use **any** in clauses that begin with **before**, and with comparisons:

- I cleared up the mess *before* **anyone** saw it. ('… before someone saw it' suggests that I have a particular person in mind who might see it)
- The material felt *softer than* **anything** she had ever touched before.

Anything can be used in clauses where some words have been left out:

- **Anything** you need, just ask. (= If there is anything you need…)

Exercises

48.1 **If necessary, correct these sentences by writing some in an appropriate place or crossing it out. If the sentence is already correct, write ✓.** A & Reminder I10–I14

1 If you're going to the library, could you take back books that I've finished reading?
2 The price of some coffee is at an all-time low.
3 Tony knows more about some jazz than anyone I've ever met.
4 The door kept flying open in the wind so I tied it up with string.
5 Sports are dangerous.
6 I need to get some bread from the supermarket.
7 Money can't buy you some happiness.
8 Children are taller than expected at a given age.

48.2 **Rewrite these news headlines as full sentences using some to mean 'approximately'.** B

1 **250 people charged with assault following Molton riots**
Some 250 people have been charged with assault following the Molton riots.

2 **30% OF ALL CITY BUSES FOUND TO BE UNSAFE**

3 **Unexploded bomb found 5 miles from Newham centre**

4 **19% OF ELECTRICITY FROM WIND BY 2030**

5 **200 jobs to be lost at Encon steelworks**

48.3 **Complete the sentences in any appropriate way using some + singular noun or some + singular noun + or other.** C

1 I don't know where I got the information from. I must have heard it on some radio programme (or other).
2 I don't know where Jakub is. He's probably out with .....
3 I don't know where the book is. Maybe I lent it .....
4 I don't know where Zuzanna works. I think it's in .....
5 I don't know why Nika is still at work. Perhaps she's got to finish .....

48.4 **Complete these sentences with some, someone, something, any, anyone or anything. Where both some(one / thing) or any(one / thing) are possible, write both and consider any difference in meaning.** D & E

1 Elias worked hard at learning Japanese but failed to make ..... real progress.
2 I was unable to eat ..... of the food.
3 I always offer to help organise school concerts, but there is seldom ..... for me to do.
4 Fiona Jones is ..... I'd like to see more of.
5 He denied that he had done ..... wrong.
6 I always get to work before ..... else.
7 The theatre is unlikely to have ..... tickets left for tonight's performance.
8 ..... you want to ask me, my office is just across the corridor.
9 ..... parents never seem to have time to sit down and talk to their children.
10 When I last lent my laptop out it got damaged, so I'm reluctant to lend it to ..... else.

→ Additional exercise 10 (page 241)

Unit 49

No, none (of) and not any

A

We can use **no** and **none (of)** instead of **not a** or **not any** for particular emphasis. Compare: Reminder → 129–134

- There is**n't a** train until tomorrow. *and* There's **no** train until tomorrow. (more emphatic)
- Sorry, there is**n't any** left. *and* Sorry, there's **none** left.
- He did**n't** have **any** of the usual symptoms. *and* He had **none of** the usual symptoms.

We use other pairs of negative words and phrases in a similar way:

- There is**n't anyone / anybody** here. *and* There's **no one / nobody** here. (more emphatic)
- She was**n't anywhere** to be seen. *and* She was **nowhere** to be seen.
- Why do**n't** you **ever** call me? *and* Why do you **never** call me?

B

We don't usually use **not a / any**, **not anyone**, etc. to begin a sentence or clause, or straight after **and**, **but** or **that**. Instead we use **no**, **none of**, **no one**, etc.:

- **No** force was needed to make them move. (*not* Not any force was needed …)
- Most players are under 16 *and* **none of** them is over 20. (*not* … and not any of them …)
- I'm sure *that* **nothing** can go wrong. (*not* … that not anything can …)

C

In a formal or literary style we can use **not a** in initial position or after **and**, **but** or **that** (see also Unit 100):

- **Not a** sound came from the room. (*less formally* There wasn't a sound from the room.)
- She kept so quiet *that* **not a** soul in the house knew she was there.

D

After **no**, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal:

- **No answers** could be found. (*or more formally* **No answer** …)
- We want to go to the island but there are **no boats** to take us. (*or more formally* … there is **no boat**.)

However, we use a *singular* noun in situations where we would expect one of something, and a *plural* noun where we would expect more than one. Compare:

- I phoned Sarah at home, but there *was* **no answer**. (*not* … but there were no answers.) *and*
- He seems very lonely at school, and *has* **no friends**. (*not* … no friend.)

E

We can give special emphasis to **no** or **none of** using phrases like **no amount of** with uncountable nouns, **not one … / not a single …** with singular countable nouns, and **not one of …** with plural nouns:

- The company is so badly managed that **no amount of** *investment* will make it successful.
- **Not one** *person* remembered my birthday. (*or* **Not a single** *person* …)
- **Not one of** *the families* affected by the noise wants to move.

Whatsoever can also be added after a negative phrase to add emphasis:

- I have *no interest* **whatsoever** in taking up running.

F

Some phrases with **no** are commonly used in informal spoken English: **No wonder** (= it's not surprising); **No idea** (= I don't know); **No comment** (= I have nothing to say); **No way**, **No chance** (= emphatic ways of saying 'no', particularly to express refusal to do or believe something); **No problem**, **No bother** (= it isn't / wasn't difficult to do something):

- 'The computer's not working again.' '**No wonder**. It's not plugged in!'
- 'Thanks for the lift.' '**No problem**. I had to go past the station anyway.'

Exercises

49.1 Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii). Use each word or phrase once only. A–C

(i)

no	~~none~~	none of	no one	nothing	nowhere	never	not

(ii)

a drop	else	going to get	heard	the hotels
~~in the cupboard~~	point	wrong		

1 Where are the biscuits? There are *none in the cupboard.*
2 We left the house as quietly as possible and ..... us.
3 ..... was spilt as she poured the liquid into the flask.
4 She was determined to leave and I knew there was ..... in protesting.
5 The door was locked and he had ..... to go.
6 I found that ..... in the city centre had any rooms left.
7 Liam's so lazy. Is he ..... a job?
8 The doctors reassured Emily that they could find ..... with her.

49.2 Look again at the sentences in 49.1. Which of them can you rewrite to make less emphatic using **not (n't) any / anyone**, etc.? A & B

49.3 If necessary, correct the italicised parts of this email. A & D

Reply Forward

Hi. Just back from a week on the island of Lumos – but I certainly wouldn't recommend it! Their economy is in a really bad way. A lot of people just sit around all day – there (1) *is no job* to be found outside the main town. I had to hire a car because there (2) *is no train or bus* on the island. But it was incredibly old – it's ages since I've seen a car with (3) *no seatbelt*. And then when I had a puncture I discovered there (4) *were no spare tyres* either. It was in the hills in the north, and as there (5) *were no people* around to help, I phoned the car hire company and had to wait hours for someone to turn up. It was hot and there (6) *was no shade* as there (7) *is no tree* in that part of the island. The hotel wasn't much better. There (8) *were no swimming pools* – even though it showed one on its website! There (9) *were no televisions* in my room, and on the first night there (10) *was no hot water*. But when I phoned down to reception to complain, there (11) *were no replies*. The food was awful at the hotel, but as there (12) *were no restaurants* for miles around there (13) *were no choices* – I had to eat there. But I (14) have *no wish whatsoever* to go back!
Speak soon,
Karl

49.4 Complete these sentences in any appropriate way beginning **not one (of)** or **no amount of**. E

1 I made lots of cakes for the party but *not one of the children liked them.*
2 Mr Carlson didn't want to sell the painting, and …
3 I sent job applications to over a hundred companies, but …
4 Smallpox used to be common all over the world but since 1978 …
5 The floor had dirty black marks all over it, and …

49.5 Choose one of the **No …** phrases from section F opposite to complete these dialogues. F

1 A: Can you give me a lift to the station? B: ..... . I'll pick you up at eight.
2 A: I've got a headache.
B: ..... . You've been in front of that computer screen for hours.
3 A: Do you think Kim will pass her maths exam?
B: ..... . She just doesn't work hard enough.
4 A: Where's Stefan?
B: ..... . Last time I saw him he was in the kitchen.
5 A: I'm from News World, Dr James. Do you have anything to say about the accusation that you stole from your patients? B: ..... . Goodbye.